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COVER STORY

Our cover picture symbolizes the beauty of the Christmas season. In the clear, reapt faces of children, in the lilt of their carols, we see the real spirit of this festive season.

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Editorial

QUALITY OR QUANTITY

Teachers could easily become a disillusioned group. The ills that beset society are often blamed on the schools. If the divorce rate climbs, the schools have not taught moral values. For others, our schools should be the vehicle for improving almost everything in an imperfect society from labour-management relations to the industrial production rate. If the ethics of our culture decline, our schools are too utilitarian. If driving habits need improving, the schools should teach driver education. Indeed, there seems to be no limit to the public's expectation of the schools.

Teachers will not dispute the public's right to criticize nor its right to determine what shall be taught in the schools. But they expect consistent reasoning and practice from the public. Teachers, more than others, want quality in our educational system. But they know that you can't have good schools, good education without good teachers. And this is where the public at large appears so inconsistent.

A Heritage of Neglect

The public wants and should have good schools. But it has condoned an emphasis on quantity rather than quality in teacher-recruitment and teacher-training. Probably it has condoned in ignorance of the true situation because practically all the publicity regarding teacher-shortage has been concerned with numbers. Little or no mention is ever made of the fact that large numbers of teachers with minimal preparation have been coaxed or coerced into the classroom over the years to fill the vacancies created by mushrooming enrolments, retirements, and resignations. The public doesn't know the enormous difference existing between instruction by professional teachers and by others whose preparation is of the fringe variety. The heritage of this neglect is now so great that most of the public is satisfied that all is well in the schools as long as someone—almost anyone—keeps school. It is a matter of deep regret that our educational leaders have not been bold enough to acquaint the public with the facts of the situation.

The Price for Principle

The Alberta Teachers' Association has never stopped arguing for better professional training for teachers. Its critics maintain that in doing so it seeks to perpetuate a shortage in the economic interest of its membership. This charge is levelled so frequently by our critics that one would think that by repetition they seek to convince. These same critics proceed to buttress their defences against raising standards of teacher education by arguing that the time for such action is when teacher supply exceeds the demand. Now, they say, in the public interest, and as a temporary measure only, it is necessary to relax requirements. Teachers, however, are reminded that nothing is more permanent than a temporary solution.

Teachers' Task

It is clear that nothing short of direct action by teachers is ever going to force on the public generally the realization that quality and not quantity must be the focal point of any recruitment campaign. By word and by deed teachers must show the public that schools need teachers who are of high academic calibre and who can prepare for their career by careful, adequate professional training. Teachers must stand grimly firm in demanding high calibre students for the teaching profession and quality in their training program. They may need to contemplate action such as that of Scottish teachers who have threatened to withdraw cooperation from educational authorities who persist, after due warning, in engaging uncertificated teachers. Alberta teachers and teachers everywhere should insist that teacher education standards be set in consultation with their professional organization and divorced forever from political expediency.

The Best is the Least

And the stakes in this battle? The first-line problem in this and all other democratic countries is the future of a nation's youth. Just as surely as our children inherit the achievements and the blunders of this generation of adults, so the training and the development of abilities to cope with the complex problems of life in tomorrow's world depend on the most basic social institution of our day—the school. We can't afford an educational system which is less than the very best. It is wishful thinking to expect educational service of quality unless the teaching profession can attract and retain the best people in our society. There is no building, no curriculum, no textbook, however good which can substitute for or replace professional teachers.

Are you wondering . . .

How To

PAUL WITTY

IT'S only a few years since television bowed into the family circle. During 1948 and 1949 TV sales zoomed, and by May of 1950 about 40 percent of the homes in urban centres like Chicago had sets. One study showed that in Evanston, a suburb of Chicago, 43 percent of the elementary school children had sets at home. And these children were watching television for about three hours a day. Their parents, some of whom deplored the long hours their children spent before the TV screen, were themselves watching more than three hours a day on the average.

These parents, and many other adults as well, felt strongly about TV and its possible effects on children and youth. Television critics asserted that it too often provided a welcome nursemaid for the busy mother or a substitute for wholesome family discussion. Television, they charged, so usurped the leisure of children and young people that little time was left for other desirable activities. The majority opinion of such writers whose enthusiasm hovered around zero, might be summed up thus. "Television has little or nothing to teach us. Popular programs hammer away at the same old hackneyed themes. Most commercial programs are immature in humour content, and appeal. Sponsors, out after bigger and bigger audiences, aim their programs far too low." One writer, gloomier perhaps than the others, declared: "Television may be as dangerous to culture as the atom bomb is to civilization."

Many parents agreed with these accusations. "TV is converting children into a race of spectators," they said. "It's making children aggressive and irri-

table." "Overstimulating TV programs are giving them sleepless nights and tired eyes." On the other hand, some of the parents questioned in the 1950 study did react favourably, saying that family relations and companionship had been improved as a result of TV.

These and similar complaints were laid at the doorstep of TV in the 1950 study. By 1953, however, only about a third of the parents in our study were still reporting behaviour problems. Their criticisms of TV had softened.

In reporting the 1950 study ("Parents and Teachers Vote on TV" in the October 1950 *National Parent-Teacher*), I observed that television was a problem chiefly in homes where parents let it become one and that in some homes it even appeared to be an asset. In the schools, too, where television was given proper recognition and guidance it seemed to foster both interest and learning.

This is about the way things stand today, only now almost all city children have TV sets at home and sit before them for hours. It is clear that TV is here to stay. We shall not only have to accept it as one feature in our way of life but see that our children make it part of a balanced program of activity.

TV's Tidal Growth

Television has certainly captured the imagination of the American people. In the *Chicago Tribune* for September 20, 1953, Larry Wolters wrote that back in June 1946 there were seven TV stations and only a few thousand sets in America. From the autumn of 1948 to the spring of 1952, the Federal Communications Commission put a freeze on permits for new stations. "When the construction ban was lifted . . . there were 108 sta-

Live With TV

Reprinted from National Parent-Teacher

tions in sixty-three cities serving eighteen million families, most of whom were watching TV upwards of twenty hours per week. Today 224 TV stations are on the air, and 284 other construction permits have been issued. Some twenty-five million sets within reach of eighty million persons are in use."

It was predicted that after the novelty of TV wore off, televiewing would drop rapidly. Were these forecasts correct? Table 1 presents findings from several studies made in the Chicago area. Although the average amount of time that parents devote to television has decreased a little, it is still very high. And children are now actually spending more time watching TV.

Table 1

Average Number of Hours Spent Weekly
Watching TV, 1950-53

	1950	1951	1952	1953
Elementary school pupils	21	19	22½	23
High school pupils	—	14	14	17
Teachers	—	9	11	12
Parents	24	20	20%	19

The Rise and Fall of Favourites

What about programs? Have tastes changed over the years? Let's start with parents' preferences, since many of these are shown at hours when children also watch television. Table 2 tells the story.

Table 2

Parents' Favourite Television
Programs, 1950-52

	1950	1952
1. Arthur Godfrey	1. I Love Lucy	
2. Milton Berle	2. Arthur Godfrey	
3. Sports	3. What's My Line	
4. Fred Waring	4. Mama	
5. Kukla, Fran, and Ollie	5. Plays	

December, 1954

	1951	1953
1. Arthur Godfrey	1. I Love Lucy	
2. Fred Waring	2. What's My Line	
3. Milton Berle	3. Omnibus	
4. Sports	4. Arthur Godfrey	
5. Mama; What's My Line?	5. Mr. Peepers	

Arthur Godfrey's program is the only one that appears on all four lists. In 1950 and 1951 it ranked first. In 1952 it dropped to second place and in 1953 to fourth.

What types of programs are emerging as favourites? *What's My Line?* ranked third in 1952; in 1953 it moved up to second place. In the short time that *Omnibus* has been on the air, it has won rather general endorsement — at least among the parents who answered the questionnaire in the 1953 study.

How do parents' preferences compare with children's? Table 3 shows the favourites of grade-school pupils.

Table 3

Children's Favourite Television
Programs, 1950-53

	1950	1952
1. Hopalong Cassidy	1. I Love Lucy	
2. Howdy Doody	2. My Friend Irma	
3. Lone Ranger	3. Roy Rogers	
4. Milton Berle	4. Red Skelton	
5. Arthur Godfrey	5. Tom Corbett	

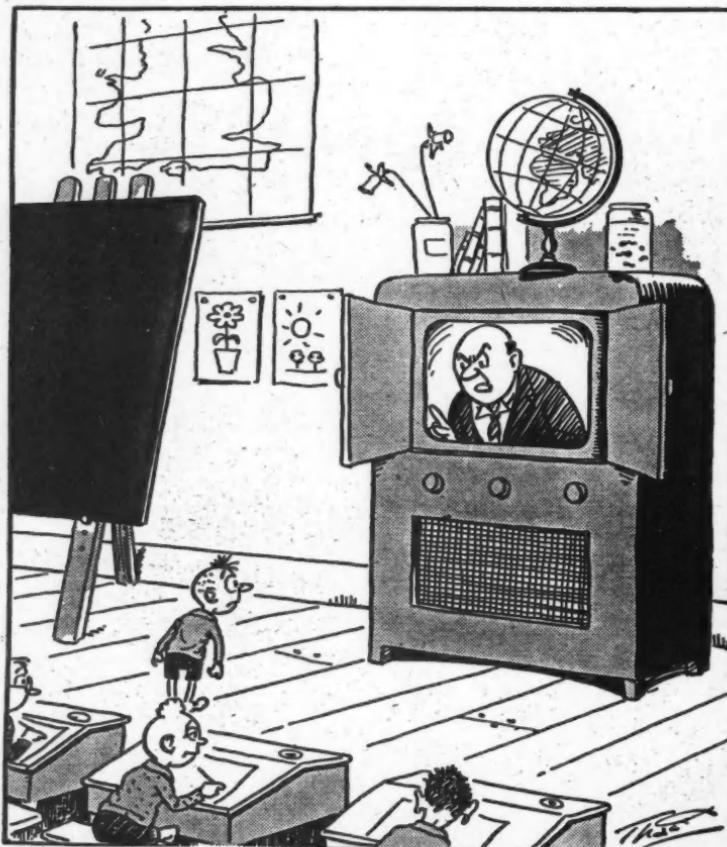
	1951	1953
1. Crusader Rabbit	1. I Love Lucy	
2. Hopalong Cassi- dy; Adventures of Wild Bill Hickock	2. Superman	
3. Howdy Doody	3. Red Buttons	
4. Uncle Mistletoe	4. Dragnet	
5. Lone Ranger	5. Roy Rogers	

Hopalong Cassidy, first in 1950, has been replaced, along with *Howdy Doody* and *Milton Berle*, other favourites of that year. In 1953 *I Love Lucy* led in popularity. *Superman* appeared second, followed by *Red Buttons* and *Dragnet*.

In 1952 and 1953 school children and their parents were asked to list the programs they disliked. Table 4 shows their responses.

Table 4
Programs Disliked by Children and
Parents, 1952-53

1952 Children	1953 Children
1. Howdy Doody	1. Howdy Doody
2. Milton Berle	2. Westerns and cowboy programs
3. Captain Video	3. Milton Berle
4. Western programs	4. Captain Video
5. Murder Mysteries	5. New programs



"... And don't let me catch you talking in class again!"

Parents	Parents
1. Murder Mysteries	1. Murder Mysteries
2. Milton Berle	2. Westerns and cowboy programs
3. Wrestling	3. Milton Berle
4. Western programs	4. Old movies
5. Howdy Doody	5. Wrestling
<i>Howdy Doody, very much liked in 1950</i>	

was unpopular in 1953. Milton Berle another 1950 favourite, also tobogganed into disfavour. As for the newscasts, why did young viewers rate them so low? Several explained that newscasts interrupted their favourite programs, and, as one child said, "News programs aren't for kids."

Criteria for Judging TV Programs

Program is desirable if it

Provides enjoyment and is related to the child's interests, play, and other activities.

Meets the child's need for adventure and excitement in a wholesome way.

Helps the child to understand himself and others.

Aids the child in developing suitable ideals, values, and beliefs; stresses the democratic way of life.

Promotes the growth of interests, enriches play, and adds to the child's information.

Fosters appreciation of well-written and well-illustrated materials; stimulates wide reading.

Promotes language development; employs clear, correct, and interesting conversation or discussion.

Fosters an understanding of the world and of the child's responsibility for growing up to be an informed cooperative citizen.

Program is undesirable if it

Is unrelated to the child's experiences and interests; encourages passivity rather than participation.

Is overly exciting and emotionally disturbing; shows excessive torture, terror, and punishment.

Is insincere, prejudiced, and unrealistic; presents people as stereotypes.

Glamorizes crime, lust, greed, cruelty, indecency, and intemperance.

Adds nothing to the child's knowledge; repeats commonplace and trivial experiences.

Is ill-timed, clumsily written, and badly illustrated; causes eyestrain or needless confusion in reading or viewing.

Uses an unsuitable vocabulary, one that is too difficult or too easy; employs faulty grammar, vulgarity, and language of the underworld.

Distorts reality; encourages the child to become fearful, insecure, dependent, and uncooperative.

Please, Mr. Producer

Parents and children were also asked to suggest kinds of programs they would like to see added to the current television offerings. In 1953 the older children asked for more comedy, plays, musical programs, and new movies. The younger group wanted more comedy, cartoons, science, and a wide variety of

educational programs including dramatizations of favourite books. Primary grade children requested more children's plays and programs on hobbies and crafts. Parents, too, asked for more music, newer movies, better plays, a greater variety of educational programs, as well as more historical subjects.

(Continued on Page 54)

Art And The

SINCE art depends upon enthusiasm and since enthusiasm in the classroom is contagious, the classroom teacher plays a vital role in any school art program.

Spelling and reading programs will not succeed if these subjects are disregarded in areas not labeled "spelling" and "reading." So it is with the art program which cannot succeed unless every possible opportunity to make use of art in the school is carefully considered. Every teacher should realize, for example, that simply copying a picture requires no originality or thought and, therefore, is not art. "But we don't say it's art, we're doing it for social studies." The answer, of course, is that we must consider the child in relation to the total school program.

Much of the success of an art program will depend upon the classroom teacher's understanding of its aims and purposes. This is perhaps more true in schools with special art teachers than in schools where the classroom teacher has full responsibility for the art program. In either situation, however, the day-by-day carrying out of the art program rests with the classroom teacher. Without her help and interest the art program will fail.

Working Together?

Several examples will illustrate. The art teacher had made great effort to build up the confidence of a boy in her class. Day after day he had been saying, "I'm no good. See, I try to model a dog and it doesn't look like a dog."

"I think it does," the art teacher said.

Just then the classroom teacher stood beside the boy and in a flippant way said, "Is it a dog or a horse?"

The boy turned to the art teacher, "I

JESSIE TODD
An Education Communications Service feature

told you it was no good; Miss Brown doesn't even know it's a dog."

It was a simple mistake, but the classroom teacher who understands the aims of the art program knows that it is best not to ask what a drawing or modelling is. Usually the child will tell. A book could easily be written on how to look at children's art.

The boy had done a solid piece of modelling. He had made an artistic shape. To the artist whether it was a dog or horse was of little importance. The boy needed his self-confidence built up by praise. This fact was very important. Miss Brown by one remark had spoiled what the art teacher had accomplished with time and effort. The boy was back where he started. He mussed up the dog.

Another illustration. The classroom teacher brought her first graders to the art room to do finger painting. The children were so enthusiastic about finger painting that many of them made five finger paintings in one art period. Since another class was arriving in the art room, the first graders had to take their finger paintings back to their room to dry. They made many trips.

The next day when the first graders came to the art room to make more finger paintings the classroom teacher announced: "Work on the same finger paintings for the entire period." This was poor practice, but the art teacher could not contradict it. The finger painting paper became too dry as the children worked. The children felt that it was not successful. On the previous day the

Classroom Teacher

children often mussed up the finger paint several times on each paper but did this quickly and called the finger painting done when they arrived at a result they liked.

When they had to work on the same finger painting for an entire period they had to muss up a design they liked because they had to keep on using the same paper. Since they had to work on the same pictures for the entire period they stirred all of the bright colours together as they worked over and over on the only paper they could have. All results were a gloomy greenish black and they were so dried up that no little wiggles showed. The children were disappointed.

In both of these cases the classroom teachers and the art teacher had not worked together effectively. Obviously the art teacher cannot succeed in bringing creative work out of children when the classroom teacher finds fault where the art teacher gives praise. The two must not have opposing aims.

Understanding Art

Children's art is wonderful. It hasn't been spoiled by too much academic teaching. It is often close to the work of artists. The little white clay cat with huge pink sunk-in eyes and expressive tail fastened solid as it curves around his body is a work of art. The classroom teacher who prefers a naturalistic cat needs to read some books about contemporary art. The child who made the cat used imagination in colour and in shape. The shape was very solid and simple. The result was most appealing.

Another child painted a very expressive man. The classroom teacher who says, "But the head is much too large," needs an understanding of the aims of art. The child's painting was



Enthusiasm and Participation

full of rhythm and expression. It was of little importance that the head was too large to be naturalistic.

When the classroom teacher is with
(Continued on Page 56)

Light on the Darkling Plain

L. JOHN PRIOR

RECENTLY, some few lines of a poem re-read gave me pause. Those of us who struggled with Matthew Arnold (not all knowing that he served a period as school inspector), often weigh the words of "Dover Beach".

"And we are here as on a darkling plain
Full of confused alarm of struggle and flight
Where ignorant armies clash by night"

Our days are certainly not less dark. Our age is unquestionably one of violent clash. And is there any light?

We can be thankful that teachers are no longer isolated, if we ever really were, from the world in which we live. Of late, ivory towers have been under pretty vigorous siege. Sulphur is in the air. My own remarks will not likely "win many friends nor influence many people." At times however, it may be salutary to rattle the skeletons in the closet—if the spirit is right! Protestations are suspect. But for what it is worth, let me first make a declaration of my devotion to teaching, my faith in my colleagues, and my desire to see our profession grow in stature.

Among reports that pile up on one's desk, I recently struggled through the French version of Recommendation 37 of the International Bureau of Education. This resolution was endorsed at Geneva last year by representatives of some fifty governments after a study of the status and training of primary (elementary) teachers. Translated, one part of the preamble reads: "The status of the teaching profession as a whole depends to a considerable extent on the profession's unity, its good relations with education authorities, the extent to which teachers are consulted in matters affecting both their conditions of work and the standards and content of educa-

tion, and the freedom of teachers from direction in matters of personal conviction.

Here indeed, is food for thought.

Divisive Forces Among Teachers

To what extent are we a united profession? First of all let us agree that unity must not mean uniformity or conformity to a preconceived set of standards. But can we disprove the following statements?—There is incipient or open division between secondary and elementary teachers. Men and women teachers frequently publicize bitter opinions as to their relative worth. Rural and urban teachers watch one another suspiciously in the field of professional politics. The "professional-come-lately" assails those teachers who see any hope in the trade union movement. And the list is not exhausted.

Such divisions all too often reflect the snobbery of the degree cult, the prejudices of sex, the jealousy of the "haves" of the "have nots", the selfish realism of those who so sagely argue that, the educational pie, being always limited in size, more for one group must always mean less for another.

If we permit these divisive forces to embitter our professional relations and to undermine the unity of spirit essential to a profession, we must expect our status to worsen rather than to improve. Our profession is not just the total of its bits and pieces. To a large extent our status will be determined by the least well-trained section of the teaching body, regardless of the form of organization. Our status will improve as we promote understanding among our factions.

Personally, I see no basic conflict between the self-designated professional teacher and the supporter of trade union principles. Once subscribe to the prin-

ciples of collective bargaining and, call your group what you will, it is performing the essential function of a trade union. From experience, teachers have decided that it is necessary to act as "unionists" in negotiating their conditions of employment. It is a sad fact that in some provinces labour is more respectfully treated by industry than are the teachers by their employers. It is small wonder that in such cases, teachers might look to labour for organizational blue prints.

However, I defy anyone to disprove the basic professional attitudes of teachers as a whole. The record is full of statements which freely recognize the worth and the disinterested nature of our service. Surely not all such statements are mere lip service.

Every profession, it is true, has its peculiar characteristics. We teachers hardly dare aspire to the "closed shop" enjoyed by the respected legal and medical professions. We hardly dare visualize the day when the teachers' organization alone will determine who will teach and who will not teach, when teachers will set the fee and tell the fee payers—that's it! But measured on any reasonable basis, a vast body of teachers—professionals or unionists—can stand a fairly searching comparison with members of the established professions.

The question is often asked, "Is it professional to strike?" Unfortunately, the word is hedged round with emotions and prejudices. It can be an elastic term or it can be given a very precise legal definition. A fairer formulation of the question would be, "Is there a point at which teachers are morally justified in withdrawing their services?" On the answer to this, I believe we are pretty well agreed. Surely, the nature and the rightness of any withdrawal of services

should depend upon the circumstances of each case. History is full of precedents showing that the law is not always just. How many strictly legal acts are morally questionable!

It is all too often assumed that insistence on the basic right to strike is the same as advocacy of the strike as a weapon. Let us be quite clear on this point. Teachers, and for that matter labour as a whole, are united in their dislike of strike action. I believe that we must learn to live with a division of opinion on this and other questions. I hope that we will never get to the point where an affiliated group would say "we will withdraw from C.T.F. if it does not accord us support in this situation." It would be equally disturbing for a group to say "we will withdraw from CTF if it supports an affiliated group under such and such circumstances." Both attitudes make for disunity and undermine the status of our profession.

How good are our relations with educational authorities?

If good relationships are possible only where no differences are found, then few will say that present relations are an unqualified "good".

As teachers' organizations mature—and there can be no question of rapid growth to maturity—their interests widen. In the widening of interests, it is inevitable that the organizations enter fields until lately the undivided preserve of some other education authority. Our practice has been to knock on the door. In some places, the authorities sleep rather soundly. Consequently, at times the knocking has had to be rather inconsistent. But new ideas do catch on. We can now detect a definite trend. We find authorities more freely recognizing the legitimate interests of teachers and,

This article is adapted from Mr. Prior's presidential address to the 33rd annual convention of the Canadian Teachers' Federation held in Vancouver last August. His analysis of problems confronting teachers is timely and worth reading.

equally important, of teachers' organizations, in fields such as teacher-training and curriculum. Forward-looking trustees and departments are welcoming the help of teachers' organizations in a co-operative attack on educational problems. This is as it should be.

It is regrettable, however, that some educational authorities have lagged far behind industry in recognizing the vital importance of good employer-employee relationships. Relations based on master-servant concepts (and I have heard these openly advocated) are simply out of date. Good relations imply the possibility of differences of opinion—sharp differences of opinion, if need be—with-out fear of personal recrimination. Where relations are good, even sharp differences will not interfere with the joint responsibility of teachers and trustees to pupils, parents and public. If this is a fair test of good relations, we are making solid progress in Canada. New fields of joint endeavour are opening up almost daily.

Experience in such endeavours helps us understand that educational authorities have their problems. The school trustee wants—and it is his duty—to keep a body behind the teacher's desk. He cannot be expected to advocate an increase in training standards if he fears that the present shortage of teachers will be increased, even briefly, thereby. At times, the conscientious trustee is caught between his responsibilities to education and his responsibilities to the ratepayers who elect him. He must decide the relative claims of accommodation, supplies, and salaries. Teachers who have served on school boards know that economic realities can be extremely frustrating. The trustee must suffer the sorriest trials of public office while enjoying few of the rewards that go with political success.

Provincial education departments, too, have their problems. Across Canada, it is a fact that education is still considered to be a minor cabinet portfolio. Public works and social services are far more politically significant. It should not be

surprising, therefore, that those areas which provide quick and material evidence of governing ability should get first consideration and that education should be viewed almost as a necessary evil.

We cannot ignore these preoccupations of the authorities with whom we must maintain relations. However, we are not thereby relieved of the responsibility of advancing a cause which may strike fire. Our relations would be poor indeed if the fear of strong reaction deterred us from a course deemed right, wise and timely. Some believe that we have a long, long way to go. Last year Dean Neville Scarfe of the Faculty of Education of University of Manitoba told us:

"School boards, administration officers and departments of education have too much power over teachers. The justification for so much direction and dictation is that teachers are inefficient or poorly trained. It is assumed that someone in authority—and therefore, of course, efficient—must do the thinking for the teacher . . . If all these things are not calculated to reduce the teacher to a cog in a machine, or to make a teacher feel inferior, I do not know what is. Guidance, suggestions and help there must always be, but rigid direction and subtle compulsion must surely be avoided."

Nevertheless, cooperative attitudes are increasingly evident among the education authorities. Relationships are improving. And in the improvement of these relationships, the various teachers' organizations have served as the catalysts. They remain the only real guarantee that the process will continue until a healthy and universally respected status has been achieved by all teachers.

To what extent are teachers consulted in matters affecting both conditions of work and the standards and content of education?

Consultation implies a desire to search for advice and help—a willingness to

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Teachers at work . . .

Edmonton Curriculum Experiment

H. J. M. ROSS

WHAT is curriculum? Curriculum, like the Scriptures, means many things to many people. Too often, unfortunately, curriculum is regarded merely as the contents of the course of studies. Basically, however, curriculum is what takes place in the classroom. Differentiating still further one might subdivide this process into four activities: (1) evaluation and preparation of testing and diagnostic procedures; (2) investigation of teaching methods and techniques; (3) preparation of written materials; and (4) formulation of a course of studies.

Curriculum concern of public

How is curriculum controlled and developed? Fundamentally, in a democratic society, what goes on in the classroom is the concern of the nation at large—parents, teacher, labour, commerce, industry, and government. This common concern for education is the principal influence which determines the broad philosophy from which a course of studies is formed. Recently, in Alberta, the Elementary, Junior High, High School, and General Curriculum Committees have been expanded in order to include many non-professional opinions.

Edmonton curriculum activity

What is the basis of the Edmonton Elementary ATA curriculum activity? The improvement of instruction should be a cooperative and professional responsibility of the ATA acting in conjunction with the school board and the provincial Department of Education. The acceptance of this principle is the mainspring of the Edmonton Elementary ATA program. This responsibility is

one which at local level finds its major scope in the first three divisions of curriculum work: testing, instruction techniques, and written materials.

Creating an organization to work in such a program is important. The Edmonton organization is not necessarily the ideal one but it may be of interest and may act as a guide. The Edmonton Elementary ATA constitution provides for an executive position known as "chairman of the Educational Policy Committee." The Educational Policy Committee is therefore responsible to the executive through its chairman and all policies are submitted to the local executive for approval.

This EPC is comprised of its elected chairman, the chairmen of projects under its jurisdiction, any three members co-opted by the EPC chairman, the supervisors of elementary education, and the convention committee. This last addition insures liaison between convention programs and curriculum projects should such integration appear practical.

It is interesting to note that the EPC did not suddenly spring up. It evolved as a logical development in curriculum activities. Originally, when projects like report card forms, manuals, standardized tests or enterprise brochures had to be planned, independent committees were formed. Over the years it became evident that a coordinated, long-range plan was needed.

Too much must not be expected at the outset from these committees. They grow. As confidence and skill develop, new and more important challenges present themselves. This growth will never take place, however, if an atmosphere of democratic planning and cooperation is

not created at the outset. If school boards, superintendents, and teachers are not equal associates and work as such, the program will fail. This harmonious relationship, with plenty of "give-and-take", has been characteristic of the Edmonton program.

Duties of Educational Policy Committee

The main duties of the EPC are three-fold: first, the development and/or acquisition of suitable testing materials for diagnostic and instructional purposes; secondly, the organization of workshops to study new classroom techniques and to share experiences; thirdly, the preparation and supervision of written materials.

To illustrate more clearly, some examples are listed below of some activities carried out under the direction of the Edmonton Elementary Local of the Alberta Teachers' Association, in cooperation with supervisors and the school board.

Testing

In the field of reading both the "Unit Scales of Attainment" and "The California Reading Test" were 'normalized' for Edmonton pupils so that the reading tests would have more significance and a more versatile application.

A comprehensive series of arithmetic tests, both in problem solving and computation were designed and 'normalized.' It should be pointed out that the design, revision, and establishment of these percentiles and grade norms involved three years' work.

Other test projects included the designing and validation of a picture science test and the preparation of five spelling ability scales from weighted word lists prepared by Thorndike, Ayres and Buckingham. These tests were given to proper samples of Edmonton pupils and grade norms were derived for the scores.

Generally speaking, it has been found desirable to use existing tests which are already standardized and then to apply

proper statistical procedures so that grade norms could be established for this educational system. The structure of a test, and the validation of individual items is a long and laborious process which with two exceptions—arithmetic and science—has been avoided.

The workshop method has been utilized in order to study new methods and techniques as well as to exchange experiences. Workshops have been set up to study enterprise methods and organization, curriculum and development of resource units (three years), the Lazerte method of laboratory arithmetic, and creative arts.

Written Materials

A wide variety of written materials has been prepared. The Grade 4, 5 and 6 curriculum in enterprise was revised and a large number of resource units printed in book form. A similar program is now being carried on in Division 1. Brochures on organizing and conducting enterprise have been printed. To aid teachers in the organization of a modern reading program, a booklet has been printed and circulated. In the area of records, report cards and cumulative records have been designed and, to accompany them, a booklet on report cards and personality rating scales has been printed. To ease a beginner's entry into school, a beginners' program has been established and a booklet "Starting to School" printed. At the present time a committee is working on a science program for the elementary school.

A year ago the school board was contemplating relaxation of age regulations for beginners. The EPC conducted a research which showed, that in Edmonton at least, it was not in the child's best interest to start to school before a certain age.

The above by no means lists all of the curriculum activities carried out, but it does serve to illustrate the large field and variety of problems in which edu-

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Writing on the wall . . .

The Cost of Education

M. E. LaZERTE

Reprinted from *The Listening Post*

THE vexing problems of school finance in Canada, familiar to most municipal administrators, were analyzed in a clear and incisive paper delivered by Dr. M. E. LaZerte, Research Director, the Canadian School Trustees' Association, at the Windsor Conference.

Discussing educational costs in 1951-52, Dr. LaZerte stated that "today's schools cost the ratepayers approximately \$450 million annually, this being the sum of provincial grants and money raised locally by taxation."

"In 1951-52," he said, "the cost of educating 2,481,018 enrolled pupils was \$432,824,000—87 cents per day per pupil enrolled or about one dollar per day per pupil in average daily attendance—cost here covering operation and maintenance, debt retirement charges and capital expenditures paid from current revenue."

Education—Cheap or Expensive

As to whether this average per diem expenditure on public education might be considered excessive, Dr. LaZerte said: "Education at 87 cents per pupil per day may be expensive if there are 35, 40 or 45 pupils per classroom, if schools are not suitably equipped and if the staff consists in large part of Grade X, XI or XII youngsters with whatever professional training may be acquired in one or two summer sessions."

"On the other hand, education at 87 cents per pupil per day would be surprisingly cheap if at that cost classes were small enough to permit teachers to direct and supervise the learning of in-

dividual pupils, if buildings and equipment met satisfactory standards and school boards engaged only educated teachers, preferably university graduates, whose mastery of subject matter is so thorough that they can use it to illustrate, teach and clarify the great truths buried in textbooks and courses of study."

Crowded Classrooms

Examining the conditions actually prevailing in schools across the country, the noted Alberta educator said:

"In 1951-52 there were more than 35 pupils in 30 percent of the classrooms of Nova Scotia; in 21 percent of those in New Brunswick; 16 percent of those in Manitoba and British Columbia; 9 percent of those in Prince Edward Island; 4 percent of those in Quebec and 2 percent of those in Newfoundland, Saskatchewan and Alberta. In over 8000 classrooms there were so many pupils that highly efficient teaching and supervision were impossible."

Unqualified Teachers

The high incidence of unqualified teachers constituted another major problem in the field of public education.

"In 1952-53," said Dr. LaZerte, "Canada had many unqualified persons substituting as teachers. Of these 5100 had no professional training, 3700 had partial training and other thousands had poor qualifications. Canada has two sets of standards and two teaching staffs. One part of the staff includes qualified, professional teachers; the other, the pro-

duct of the teacher shortage and of shortsighted, short range policies in teacher education, is deficient in education, aptitude and interest. In at least 20,000 Canadian classrooms children are getting an education that though 'cheap' is expensive."

These conditions led Dr. LaZerte to declare that, "in spite of the fact that school costs seem high today, they would be much higher if the public were to insist that theory and practice be brought into alignment by giving to each of the words 'teacher' and 'teaching' the meaning we would like it to have."

Unequal Educational Opportunities

The average per pupil cost of education does not, however, reveal the real cost in each province nor does it indicate that educational costs are more or less equal in every province. "If," said Dr. LaZerte, "we accept as true the statement that we get what we pay for in education as in other social services, children in different parts of Canada are not receiving equal educational opportunities."

"In 1951-52 per pupil costs in British Columbia were over three times as high as in Newfoundland and Prince Edward Island; costs in the five provinces from Ontario west were, on a per pupil basis, 52 percent higher than in the five provinces in the east. The median of provincial costs per classroom was \$4245 but in Alberta and British Columbia the average cost per classroom was 70 percent higher than this, while in Nova Scotia and New Brunswick it was 11 percent lower; in Newfoundland and New Brunswick 62 percent lower. Per capita costs varied from \$16.84 in one province to \$45.34 in another . . . in one province society will spend 43 cents per pupil per day; in another province \$1.46."

Future School Costs

Increased enrolments are likely to be an important factor affecting future school costs. "Assuming that birth rates

and immigration trends continue as they have been during recent years, it is estimated that by 1960-61 elementary and high school enrolments will be 42 and 51 percent respectively higher than those of 1951-52; the 1965-66 enrolments will have increased 58 and 76 percent . . . To provide seating accommodations we shall need 28,500 additional classrooms by 1960-61 and 38,000 by 1965-66. New buildings costing approximately \$950 million must be completed in the 15-year period, 1950-1965."

Meeting Future School Costs

"Canadian school trustees . . . view with much concern increasing annual school costs. With an inelastic tax base, public opposition to higher assessment and tax rates and increasing standards and costs, they are asking for more financial help from senior governments . . . The Canadian School Trustees' Association believes that a larger percentage of school costs should be borne by provincial governments and a smaller percentage by the owners of real property. The Association also thinks that the Federal Government, without interfering in any way with provincial autonomy, should contribute towards the cost of elementary and secondary education in all provinces, giving special assistance to those provinces in which the tax-paying ability is low."

Comments

In a personal commentary at the close of this address, Dr. LaZerte focussed attention upon the process of education itself. "It is my conviction," he said, "that throughout Canada attention has been directed too exclusively in past years to administration, departments of education, school inspection, teacher training and school building and too little to education and learning which may or may not take place in the most expensive school plants. Although, if possible, we shall provide good school buildings, let us not forget that chil-

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Why fuss about evaluation?

Navigation in Education

R. S. MacARTHUR

Is evaluation just another one of those fads or frills which seem to come along so often to harass the busy teacher or principal, to confuse the layman interested in education? Actually, it seems to me that the idea of evaluation in education is probably as old as teaching. Evaluation, in its broadest sense, occurs whenever people make value judgments about the things they do or experience. Everyone makes such judgments every day of his life—"That was really a lousy meeting," "I think I did better this time than I ever did before." The ideas of an audit, an inventory, a statement of profit and loss, in business and trading, go back into antiquity.

Most of our day-to-day activities in education are subjected to appraisal of some sort or another, by various people, using some sorts of data. The success of a high school teacher may be judged largely by the number of his pupils who pass an external examination in subject matter. The worth of a school superintendent may be gauged largely by how friendly he is with people, and by how well he speaks at Kiwanis. Very often the school system is judged as much by the remarks of the little Johnny's and Mary's in reply to the question, "And what did you do in school today?" as by any other means.

Emphasis on evaluation seeks merely to increase the validity of judgments made concerning educational activities. Today, in both business and education, more attention than ever before is being directed toward gaining sound evidence for judgments. Modern industry budgets a considerable portion of its income and personnel toward examining the efficiency of its manufacturing processes,

studying the suitability of its products, and analyzing market requirements; careful research as a basis for decisions has become an accepted pattern in the business and industrial world.

We need hardly be reminded of the importance of education as an institution, dealing as it does with what many people consider our most precious resources—boys and girls. Even as a business, public education in Canada is big business, with an annual expenditure of a half-billion dollars. Can not everyone with leadership responsibility in education be expected to furnish reliable evidence of the effectiveness of the program he is offering? Yet seldom does a person working in education, faced with an important decision, not feel the need for more sound evidence upon which to base that decision. Perhaps because evaluation in our field is so difficult, seldom do we make a determined effort to gain sound evidence of the efficiency of either our old procedures or the new ones which we introduce. Can educators today any more afford to neglect to judge accurately whether they are getting where they want to go than can the captain of an aircraft, the physician, the architect, or any other person who sets out on a course of action to achieve some anticipated end?

What Do We Mean By Evaluation?

Evaluation seeks simply to provide answers to the two questions: how well are we doing that which we are doing, and are we doing that which we ought to be doing? The word *evaluation* comes originally from the Latin word *valere*—to be strong. It denotes determination of strength or worth. If one determines

strength, he of course determines weakness, which is strength in inadequate degree. In evaluating we pass judgment on "how strong, how weak."

The word *measurement* is derived from the Latin *mensura*, which in turn is derived from a root which means to measure in such senses as to deal out meal. It denotes determination of quantity by comparison with a fixed unit.

Thus measurement of the height of a table might be in terms of inches, while evaluation of the height of a table might be in terms of its comfort for use by an ordinary man. As currently used in education, the word evaluation includes measurement, but goes beyond measurement to judgment of value in terms of objectives, or perhaps to judgment of objectives themselves.

It may be useful to consider some points of similarity between evaluation in an educational enterprise and navigation of an aircraft—say an RCAF bomber undertaking an operational mission.

Such navigation starts with briefing as to the objectives of the mission; secondary objectives are sometimes set up. Second, while the pilot is checking the aircraft to see that the daily inspection, refueling, etc., have been properly carried out, the navigator makes a flight plan, which includes plotting the present position and planning the track, using information about winds, etc., gained from the meteorological people. The third step is the operation itself; the aircraft is flown by the pilot at speed and height determined by the navigator. During this phase of the mission the navigator checks periodically (selecting appropriate techniques such as pin-pointing, or taking visual, radio, radar, or astro bearings) that the whole operation is continuing in the direction of its objective. If, after taking a fix, the navigator finds that the aircraft is off track because of a wind change, he must make a correction to bring the aircraft onto track, or must plan a slightly different track to the destination—they might fly a dog-leg, for instance, if they are going to get to their destination too soon. Sometimes

the aircraft may have to be diverted while in the air—the whole trip must be replanned; the weather may close down and a new objective must be selected. Also during the operation a log is being kept of the trip; as observations, say of flak, are made by the crew, this information is recorded. Fourth, visually and photographically, data are gathered concerning attainment of the objective. Fifth, back at base, through de-briefing, the operation is appraised using all the information from the trip—the log, photographs, etc. Then, sixth, if a similar operation is to be undertaken, objectives and procedures for it are modified in the light of experience of this trip.

It will be noted that such navigation is based on a clear conception of objectives. It is not just something done when the operation is completed, but rather is continuous throughout the operation. It selects data from a number of sources, and must be strictly honest in using the data. And it exists, not for its own sake, but only to facilitate the whole operation. There is one major point in which such navigation may differ considerably from evaluation in an education enterprise; perhaps the cooperation aspects of the latter may much more fruitfully be stressed, for example, in setting both long-term and immediate objectives.

Examples of Evaluation in the Classroom

Now let us consider an example of evaluation in the classroom—say, evaluation in a reading program in a Grade III class. Suppose that an experienced teacher of Grade III, from general comparison of this class with others in her experience, thinks that about one-half of the members of the class are not reading as well as they could. She decides to undertake a three-month program to improve their reading. How will she go about evaluating the three-month program? The appraisal of how well the program which she and her class undertake depends upon clear understanding of what the program is trying to do, just as judgment of the success of the mission of our RCAF bomber depended upon

knowing the objective of the operation. At what is the program going to aim, anyway, other than in a general way improving the reading of this one-half of the class? She asks herself, "What do I mean by good reading?"

At this point she will again search back into her own experience, or she may look into a few books dealing with primary reading, or chat with some other teachers, or even see if her principal has a few clues on the matter. She may perhaps break down good reading into the following six aspects:

1. Word recognition-reading vocabulary
2. Interesting oral reading
3. Speed
4. Comprehension—
 - (a) to understand general significance
 - (b) to note details
 - (c) to follow instructions
 - (d) to make inference
5. Wide range of reading interests
6. Positive attitude toward reading—
 - (a) for fun
 - (b) as a tool for project work.

may refer to the manual accompanying the readers for simple methods, which can often be used as a part of an ordinary reading lesson, for testing each of the six aspects. Standardized tests, if they had not already been used, would be very desirable at this point, provided of course that the tests are really measuring the things in which she is interested, and have norms suited to her class. Otherwise the standardized tests will probably be more cost and trouble than they are worth. If some inter-visitation of teachers is possible in the school, she might seek the opinions of some of her colleagues including the principal, concerning some of the class members, again with respect to all six aspects of reading. If her room has been visited by the superintendent recently, his report may contain some evaluative comments on the present situation. Conversations with parents may indicate spots where they consider the reading of their children to be good or not so good.

From some or all of these sources of data, as much as possible of it objective,

Dr. MacArthur is assistant director of the CEA-Kellogg Project in Educational Leadership. This article is adapted from an address given to a leadership seminar at the University of Saskatchewan.

Her second step could well be the determination of the group's present position with respect to these aspects of good reading. Perhaps the program does not need to stress all of them equally. A number of procedures are available to the teacher for plotting the present position of the class members, and she can select those which time and other circumstances favour. Her own opinion, based on her training and experience as a professional person, will of course be used; she might rate each member of the class on a simple three-point scale (below average, average, above average—where the word *average* refers to Grade III pupils generally, as she knows them) for each of the six aspects of reading. She

but a good deal of it necessarily subjective, the teacher then makes a subjective consolidated assessment of the present position of each member of the class with respect to each of the six features which she considers make up good reading. Keeping in mind the potential abilities of her pupils (as indicated by intelligence tests and otherwise) she can now select the more specific objectives of the reading program. It may be that word recognition, speed, and comprehension of general significance do not need particular stress. On the other hand, the program may be aimed more directly at improving oral reading, silent reading to note details and follow directions, range

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President's Column



There can be no question that our Association has passed the pioneer stage and has become a well-knit organization which operates with a high degree of efficiency. Procedures with respect to Association business, at both provincial and local levels, are well-developed. Association policy is reviewed each year and altered when necessary to keep step with the changing times. An enlarged central office staff is assisting locals and individuals with their problems. All this would suggest, perhaps, that we may rest on our oars for a bit. A very pleasant but dangerous suggestion.

At times like these we should take stock and guard against a feeling of complacency. Despite all that the ATA has done in the past for education in Alberta, is it doing as much as it can or should do at the present time?

Let us take one facet of education, curriculum, and examine our Association with respect to it. Our stated policy is to gain increased responsibility in this field. Locals present curriculum resolutions to our Annual General Meeting and there, without discussion or decision, they are referred, en bloc, to the

ATA Curriculum Committee, composed of our representatives on Department of Education curriculum and examination committees. These resolutions are discussed by this committee and are taken by our representatives to the Department of Education committees for further discussion. Six months or a year later, their fate is reported to the Executive Council. Nowhere in this procedure does the Alberta Teachers' Association present these resolutions as official ATA curriculum policy. In most cases the resolutions are referred without comment and, following report of their disposition to the Executive Council, nothing further is done. It would seem that there should be some machinery better than what we have for studying curriculum problems in general and in detail and for deciding what Association policy in respect of these problems should be.

Space does not permit the raising of other such disturbing thoughts. I would suggest that we have come to a point in the development of our Association that demands that a good deal of frontier thinking be done by the membership of the Association. Such thinking might result in the ATA 'breaking through' to a broader field of educational leadership in our province. To concentrate on our own problems and membership is the narrowest use of our Association. In the past we have recognized that our responsibility has been broader than just protective activity and it has rebounded to our credit. Somewhere ahead, on a truly professional road, lies a greater glory for the Alberta Teachers' Association—a glory fashioned from professional service to the community.

A very Merry Christmas and a Happy New Year to you and yours.

Convocation, October, 1954

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton, on October 30, 1954. The students were presented to Convocation by Professor H. E. Smith, Dean of the Faculty of Education, with the exception of those receiving the degree of master of education. The latter were presented by Professor O. J. Walker, director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

THE SCHOLARSHIP OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST-YEAR EDUCATION

Elizabeth Joan Webb, Three Hills

THE UNIVERSITY SCHOLARSHIPS IN EDUCATION

Shirley Ann Aldrich, Edmonton
Winnifred Mae Owens, Carstairs
Elizabeth Joan Webb, Three Hills

THE JOHN WALKER BARNETT MEMORIAL SCHOLARSHIP

James Kristian Nielsen, Calgary

THE ALBERTA TUBERCULOSIS ASSOCIA- TION ESSAY PRIZES IN HEALTH EDUCATION AND PUBLIC HEALTH

Not awarded

THE EDMONTON JEWISH FEDERATION SCHOLARSHIP IN EDUCATION

Clara Armande Angelveldt, Provost

THE UNIVERSITY WOMEN'S CLUB OF CALGARY SCHOLARSHIP

Winnifred Mae Owens, Carstairs

THE P.E.O. CALGARY PRIZE IN EDUCATION

Joyce Amelia Wontner, Calgary

THE FIRST-YEAR PRIZE OF THE EDUCATION SOCIETY OF EDMONTON

Elizabeth Joan Webb, Three Hills

THE OLIVE M. FISHER PRIZE

Dorothy Mae Bickell, Red Deer

THE EDUCATION BOOK PRIZE

Dona Marie German, Calgary

FIRST CLASS STANDING

Fourth Year:

Lois Josephine Baker, Calgary
Marie Louise Brugayroux, Edmonton
William John Ede, Nanton
Kenneth T. McKee, Calgary
C. Kathleen M. Maier, Picture Butte
Nora Rea Sinclair, Stanley

Third Year:

Dona Marie German, Calgary
Norman John Griffiths, Fenhold
Charles S. McKay, Strathmore
Derek Vivian Morris, Calgary
Sr. Mary Peter, Midnapore
Sr. St. Lionel, Edmonton

Second Year:

Florence Irene Danyluk, Calgary
Lloyd Wilbert West, Tosfield
Sr. Mary Felicity, Edmonton

First Year:

Audrey K. Chaba, Redwater
Lillian M. Munz, Barons
Winnifred Mae Owens, Carstairs
Elizabeth Joan Webb, Three Hills

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Elsie Bradshaw
Saphonia Hannas
Helen Pearl Helgason, B.A.
Mary Sorn Johnson
Lillian Agnes Macdonald
Phyllis Jean Sauder, B.A.
Sr. Auverte Blanchette
Sr. Claire
Sr. Mary Priscilla
Sr. M. Vincent
Sr. Marie Celine
Mary Christiana Woodhouse
Walter John Bateman, B.A.
Rudolph Bleber
Nicholas Bozak, B.A.
George Dann, B.A.
Clifford William John Elliott
Robert John Elliott
Jacob Warkentin Goerzen, M.A.
Michael Korpan
Bjarne Larson
John Douglas McWhannel, B.A.
James Morgan Mackenzie
Andrew Joseph Nowicki
Stephen Pacholek
John Baptiste Percevault
Russell Alexander Peterson
William Earle Reynolds
John Gerard Rivet, B.A.
John James Souter, B.A.
Herbert William Stretton, B.Sc.
Robert Edward Wynne, B.A.

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Jacqueline Aylesworth
Lois Josephine Baker
Elizabeth Mary Bell
Alda Barbara Biamonte
Ethel Mary Brown
Marie Louise Brugayroux
Audrey May Clark, B.A.
Marjorie Jeanne Clark
Bell, Patricia Aileen Clarke
Lilia Pearl Cooke, B.A.
Annie Evelyn Derrick
Winnifred Olive Lillian Freeman
Elma Hazel Groves
Frances Lillian Haney
Millicent Ema Harris
June Minna Holman

Mary Jensen
Katherine Ann Johnson, B.Sc. (H.Ec.)
Agnes Kathleen McGregor
Mary Elizabeth McLaren
Lucy Elizabeth Melnyk
Helen Audrey Miller, B.A.
Norma Marion Nelson
Cecilia Georgina Newman
Marie Elizabeth Newman
Amy Okazaki
Wilma Roberta Reid
Mary Irene Richmond
Mary Rutherford
Sophie Anne Sawka
Gwendolyn Shernata
Gwendolyn Wilhelmina Siebrasse
Nora Ren Sinclair
Sr. Beatrice of the Cross
Sr. Denise Helene (Anne Marie Philippon)
Sr. Dorilis Simard
Sr. M. of S. Patricia of Sacred Heart
Sr. Marie-Louise Sampson
Sr. Mary Agnes
Sr. Sainte-Therese
Gertrude Vaneko
Lillian May Wright
Kenneth Errol Alackson
Orson Douglas Alston
Alvin Fredric Blakie
James Stuart Brown
James Edward Campbell
Leo Shirley Dawson
William Albert Degroose, B.A.
Wesley Percy Eddy
William John Ede
William Esopenko
Christopher Flanagan
Frank Percy Freeman
Jacob Harder
Clifford Louis Harvey
Jacob David Herman, M.A.
George Robert Hislop
Joseph Kischuk
Melvin Mathias James Kuefner
Vincent Joseph Lacoste
Clarence Gladstone Larden
Clarence Alfred Larson
Victor Laskosky
Russell Leskiw
Malcolm Edward McDonald
Archie Durward Marzolf
Nicholas Achtemi Melnyk
Fr. William Lawrence Moran, B.A.
William Basil Novak
Steve M. Odynak
Valentin Knut Roos
Oreste Daniel Rudko
William Andrew Sakowsky
Aaron Sawatsky, B.Com.
Tom Curtis Sugden
John Toshio Takahashi
Ernest Merland Traub
James McMaster Wihart
John Brenton Wynn

ADMITTED TO THE DEGREE OF BACHELOR
OF EDUCATION IN AGRICULTURE AND
GRANTED THE SENIOR DIPLOMA
William Alexander Heard

ADMITTED TO THE DEGREE OF BACHELOR
OF EDUCATION IN INDUSTRIAL ARTS AND
GRANTED THE SENIOR DIPLOMA

Kenneth Gordon Ellstad
Gordon James Rancher

ADMITTED TO THE DEGREE OF BACHELOR
OF EDUCATION IN INDUSTRIAL ARTS

Morley Rupert McDougall
Walter Maurice Wasilewsky

ADMITTED TO THE DEGREE OF BACHELOR
OF EDUCATION IN PHYSICAL EDUCATION

Jocelyn Ann Smart

James Albert Day
Donald McKay Newton
James Grant Tyner

AWARDED THE SENIOR DIPLOMA OF THE
FACULTY OF EDUCATION

Ethel Annabelle Asuchak
Joan Marjory Auger
Sheila Marion Bateman
Lee Berger
Mildred Bloo
Mary Louise Bradley
Edith Marie Bronson
Jessie Anne Cashore
Jane Churchill
Nellie May Cole
Alice Darkes
Agnes Dawn Davidson
Mary Magdalene Einisid
Elizabeth Frances Forbes
Catherine Greta Gale
Chrissie Gee
Mary Anne Gillies
Gladys Alberta Harper
Rosemary Holsworth, B.A.
Gertrude Mabel A. Holt
Natalie Ruth Horne
Beatha Louise Kissner
Helen Ann Kosier
Olive May Lyster
Rose Edith McArthur
Myrtle Eva Madsen
Jean Margaret Martin
Frances Jean Meakin, B.Sc.
Rhoda Stuart Meuzies, B.A.
Mary Genevieve Rosalie Meyer
Annie Jean Mitchell, B.A.
Jean Evelyn Mundie
Florence Mabel Nall
Irene Mary Eva Noel
Mary Patricia Palmer
Hannah Margaret Parker
Susan Bernhards Peters
Dorothy Lena Pethbridge
Annie Ellen Katherine Rae
Vera Audrey Saunders
Joyce Mary Chisholm Schmitz, B.A., Honors
Eva Ogilvie Goldie Schneider
Frances Shaw
Olga Shlaklana, B.A.
Elizabeth Stott
Sr. Ann Mary
Sr. Jane Marie
Sr. M. Bernadette
Sr. Mary of St. Adolphe, B.A.
Sr. Mary de S. Alfred of the Cross
Sr. Marie Joseph-Hector
Sr. Marie Saint Phillas
Sr. Mary Peter
Sr. Saint-Lionel
Fern Bernice Taylor
Jean Elizabeth Twiss
Carol Susan Weston, B.Sc.
Kathleen Vilman
Elaine Joyce Wonnascott
Inez May York
Joseph Albert Beauregard
William Cecil Bober
George Owen Braham
Gustave Gleander Brocke
Robert Couture
Terrence Hibbert Curran
John David Cuylar, B.Sc.
Fred Danelecko
Alfred Edmund Drews
Fr. Marie Antoine Bugeaud
James Lester George
Norman John Griffiths
Cyril Groves, B.A.
John Heidebrecht
Walter M. Hewko
William Norman Holden
Einar Winfred Huze
Arthur Otto Jorgensen
Peter Cohen Kolawski

(Continued on Page 40)



Official Bulletin, Department of Education

No. 165

National Fitness Scholarships, 1955-56

Scholarships ranging from \$300. to \$1200., are being offered by the Department of National Health and Welfare, to persons wishing to undertake professional study in recreation and/or physical education.

To be eligible for a scholarship for post-graduate study in physical education or recreation a candidate must be a Canadian citizen, hold a degree from a university recognized in Canada, and have a minimum of three years' full-time professional experience in Canada.

Additional scholarships are being offered to undergraduates and non-graduates wishing to specialize in recreation.

Further information and application forms may be obtained from the Health and Recreation Branch, Department of Education, Room 721, Administration Building, Edmonton.

Persons interested should make application immediately as applications must be in the National Fitness Office prior to December 31, 1954.

RETIRING TEACHERS

Best Wishes for Many Years of Health and Happiness from the Alberta Teachers' Association to the following retired teachers.

These teachers, who have been granted pension during the year, have had 25 or more years of continuous teaching service with their last employing school board.

(Teaching service and pensionable service are not always the same. Pensionable service is teaching service after the age of thirty only.)

Hazel Blanche Byers	Calgary S.D. No. 19	33.4	years
Augusta E. Christie	Calgary S.D. No. 19	25.6	years
Mary Agnes Clark	Calgary S.D. No. 19	28	years
Lilian L. Clarke	Calgary S.D. No. 19	37.6	years
Mary R. Crawford	Edmonton S.D. No. 7	38	years
Edith Gilbert	Lethbridge S.D. No. 51	28	years
Ellinor L. Glasford	Calgary S.D. No. 19	43.5	years
Sr. Margaret Loretta Hickey	Edmonton Sep. S.D. No. 7	42.13	years
Jean R. Howard	Edmonton S.D. No. 7	31	years
*John McGuire	Edmonton S.D. No. 7	25	years
Oliver McKee	Edmonton S.D. No. 7	31	years
Florence McNair	Calgary S.D. No. 19	32	years
Arthur Walton Prime	Hanna S.D. No. 2912	26	years
George J. Ross	Edmonton S.D. No. 7	26.14	years
E. Helen Shaw	Calgary S.D. No. 19	43	years
Margaret Shepherd	Calgary S.D. No. 19	30.5	years
Joseph Welsh	Red Deer S.D. No. 104	31	years
Frank Leslie Woodman	Calgary S.D. No. 19	39	years

**We regret to report that Mr. McGuire died on August 3, 1954.*

* Analysis of School Division and C

A.—SINGLE SALARY SCHEDULE

PROFESSIONAL TRAINING

DIVISION or COUNTY		1 Year	2 Years	3 Years	4 Years	5 Years	6 Years
Acadia	Min.	2200	2450	2700	3000	3250	
No. 8	Max.	3100	3350	3600	3900	4150	
	Inc.	100x9	100x9	100x9	100x9	100x9	
Athabasca	Min.	2100	2400	2700	3000	3200	3400
No. 42	Max.	3100	3500	3900	4300	4500	4700
	Inc.	125x1	125x1	125x1	125x1	125x1	125x1
		100x8	100x8	100x8	100x8	100x8	100x8
		75x1	75x1	75x1	75x1	75x1	75x1
		100x1	100x2	100x3	100x3	100x3	100x3
Barrhead	Min.	2100	2400	2700	3000	3100	
No. 59	Max.	3200	3500	3900	4200	4300	
	Inc.	125x4	125x4	125x4	125x4	125x4	
		100x6	100x6	100x7	100x7	100x7	
Berry Creek	Min.	2150	2450	2750	3050	3150	
No. 1	Max.	3050	3450	3825	4175	4275	
	Inc.	200x3	200x3	200x3	200x3	200x3	
		100x3	100x4	100x4	100x4	100x4	
				75x1	75x1	75x1	
				50x1	50x1	50x1	
Bonnyville	Salary Dispute at Conciliation Level.						
No. 46							
Bow Valley	Min.	2100	2400	2700	3000	3300	
No. 43	Max.	3150	3600	4050	4500	4950	
	Inc.	100x10	100x12	100x13	100x15	100x16	
		50x1		50x1		50x1	
				50 % basic			

San Joaquin County Salary Schedules

SCHEDULES 1954-1955

6 Years

400
700
5x1
0x8
5x1
0x3

Partial Training	Previous Teaching Experience	Principal's Allowance	Cost-of Living Bonus	Allowance for Heavy Enrollment	Allowance for Special Certificates	Cumulative Sick Leave	Sabbatical Leave
Pro Rata	All	\$85 per room excluding own.	No	No No Yes No			
Pro Rata limiting clause	All after 1941	\$200 first 2 rooms; others 75 per room inclusive Max. \$800	No	No Yes No No			
1st Deg. \$50 per course	All	\$125 per room excluding own max. \$1,000	No	No No No No			
1st Deg. \$50 per course: \$100 lab. course	All Limit L. A.	\$75 per room inclusive	Married dependent status \$150 plus \$25 for each depend. child	Yes Yes Yes No			
\$60 per course	All	\$75 per room exclusive	No	No Yes No No			

December,
1954

Calgary **No. 41	Min.	2200	2500	2800	3100	—	—
	Max.	3200	3500	3800	4100	—	—
	Inc.	125x8	125x8	125x8	125x8	—	—
<hr/>							
Camrose No. 20	Min.	2000	2300	2600	2900	3000	—
	Max.	2900	3450	3900	4350	4500	—
	Inc.	100x9	100x11	100x13	100x14	100x15	—
			50x1		50x1		—
<hr/>							
Castor No. 27	Min.	2100	2450	2800	3100	3400	—
	Max.	3150	3550	3950	4250	4550	—
	Inc.	125x2	125x2	125x2	125x2	125x2	—
		100x8	100x9	100x10	100x10	100x10	—
<hr/>							
Clover Bar No. 13	Salary Dispute at Conciliation Level.						
Coal Branch No. 58	Min.	2325	2625	2925	3325	3525	3725
	Max.	3675	3975	4275	4675	4875	5075
	Inc.	135x10	135x10	135x10	135x10	135x10	135x10
		\$100 bonus	rural schools with Grade IX.				
<hr/>							
Drumheller No. 30	Min.	2100	2400	2700	3000	3200	—
	Max.	3150	3600	4050	4500	4800	—
	Inc.	150x7	150x8	150x9	150x10	150x11	—
<hr/>							
East Smoky No. 54	Min.	2300	2600	2900	3200	—	—
	Max.	3200	3600	3900	4200	—	—
	Inc.	150x2	150x2	150x2	150x2	—	—
		100x6	100x7	100x7	100x7	—	—
<hr/>							
Edson No. 12	Min.	2100	2400	2700	3000	3200	3400
	Max.	3200	3500	3800	4200	4400	4600
	Inc.	150x2	150x2	150x2	150x2	150x2	150x2
		100x8	100x8	100x8	100x9	100x9	100x9

	\$300 per year	All	\$300 plus \$50 per room excluding own	\$300 Mar. Man. widowers with depend. children	No	No	Yes	No
1st Deg. Pro Rata	All; limit L.A., I.C. 2nd Class	2-room school— \$250; \$100 per room; for 1st 5; others \$25 per room Max. \$625	Mar. Men \$100	No	No	No	No	
Pro Rata	All; limit L.A., I.C.	\$75 per room, excluding own	No	No	Yes	Yes	No	
3725 5075 5x10 K.	\$60 per course	All	\$100 per room inclusive	No	Yes	Yes	Yes	No
1st Deg. \$60 per course	All after 1940	\$100 per room 1st 5; \$50 p.r. next 4; \$25 p.r. next 4	\$200 mar. men & widows with dep'n'd children	No	Yes	Yes	No	
Pro Rata	All in Alberta Limit L.A.; T.L.; I.C.	\$100 1st room; \$75 room others excluding own	No	Yes	Yes	Yes	No	
3400 4600 150x2 100x9	Pro Rata	All	\$75 per teacher inclusive Max. \$1,000	No	No	Yes	Yes	No

PROFESSIONAL TRAINING

DIVISION OR COUNTY		1 Year	2 Years	3 Years	4 Years	5 Years	6 Years
Fairview	Min.	2100	2400	2700	3000	—	—
No. 50	Max.	2950	3350	3750	4150	—	—
	Inc.	150x1	150x1	150x1	150x1	—	—
		100x7	100x8	100x9	100x10	—	—
Two additional \$100 increments for ninth and tenth years' service in division.							
Foremost	Min.	2100	2400	2700	3000	3300	3600
No. 3	Max.	3150	3600	4050	4500	4950	5400
	Inc.	100x10	100x12	100x13	100x15	100x16	100x18
		50x1		50x1		50x1	
Ft. Vermillion	No salary schedule received.						
No. 52							
High Prairie	Min.	2200	2500	2800	3100	—	—
No. 48	Max.	3000	3300	3600	3900	—	—
	Inc.	100x8	100x8	100x8	100x8	—	—
Holden	Min.	2100	2400	2700	3000	3200	—
No. 17	Max.	3200	3550	3900	4250	4450	—
	Inc.	125x2	125x2	125x2	125x2	125x2	—
		100x8	100x9	100x8	100x7	100x7	—
		50x1		150x1	150x2	150x2	—
Killam	Min.	2100	2400	2700	3000	3300	—
No. 22	Max.	3150	3550	3850	4150	4450	—
	Inc.	150x3	150x3	150x3	150x3	150x3	—
		100x6	100x7	100x7	100x7	100x7	—

6 Years

ninth

3600
5400
00x18

	Partial Training	Previous Teaching Experience	Principals' Allowance	Cost-of-Living Bonus	Allowance for Heavy Environment	Allowance for Special Certificates	Cumulative Sick Leave	Sabbatical Leave
	Partial Training \$60 per course	All; Limit L.A. I.C. and absence	\$100 per room excluding own Max. \$300	No	No Yes Yes No			
	1st Deg. \$60 per course	All; Limit absence	\$50 per room excluding own	No	No Yes No No			
	\$60 per course	All. Limit L.A.	\$100 per room first 4; \$50 per room next 6; \$25 per room extra inclusive. Max. \$1000	No	No No No No			
	Pro Rata	All. Limit absence	\$250 for 1st two room; \$60 per room; next 6; 25 per room extra. inclusive	No	Yes Yes Yes No			
	\$60 per course limit	All. Limit L.A. and 2nd Class	\$75 per room first 4; \$50 per room extra inclusive	married status with dependents	No Yes Yes No			

December,
1951

Lac la Biche No. 51	Min.	2100	2400	2700	3000	3200	3400
	Max.	3100	3500	3900	4300	4500	4700
	Inc.	125x4	125x4	125x4	125x4	125x4	125x4
	100x5	100x6	100x7	100x8	100x8	100x8	100x8
Lacombe No. 56	Min.	2100	2500	2800	3100	3400	—
	Max.	3150	3750	4200	4650	5100	—
	Inc.	150x4	150x4	150x4	150x4	150x4	—
	100x4	100x6	100x8	100x9	100x11	—	—
	50x1	50x1	50x1	50x1	50x1	—	—
Lac Ste. Anne No. 11	Min.	2100	2400	2700	3000	3200	3400
	Max.	3100	3500	3900	4300	4500	4700
	Inc.	200x1	200x1	200x1	200x1	200x1	200x1
	100x7	100x8	100x9	100x10	100x10	100x10	100x10
	50x2	50x2	50x2	50x2	50x2	50x2	50x2
Lamont No. 18	Min.	2200	2500	2800	3100	3300	—
	Max.	3300	3600	3900	4200	4400	—
	Inc.	100x11	100x11	100x11	100x11	100x11	—

Lethbridge No. 7	Min.	2100	2400	2700	3000	3200	3400
	Max.	3075	3475	3875	4275	4575	4875
	Inc.	125x3	125x3	125x3	125x3	125x3	125x3
	100x6	100x7	100x8	100x9	100x10	100x11	—

Macleod No. 28							
Salary Dispute at Conciliation.							
Medicine Hat No. 4	Min.	2100	2400	2700	3000	3300	—
	Max.	3300	3600	3900	4200	4500	—
	Inc.	150x4	150x4	150x4	150x4	150x4	—
	100x6	100x6	100x6	100x6	100x6	100x6	—

Neutral Hills No. 16	Min.	2100	2400	2700	3000	—	—
	Max.	3125	3425	3825	4125	—	—
	Inc.	125x5	125x5	125x5	125x5	—	—
	100x4	100x4	100x5	100x5	—	—	—

\$100 bonus for one-room rural school.

3400		All.	\$100 per				
4700	Pro	Limit	room first		No	No	Yes
125x4	Rata	L.A., T.L.,	2; \$75 per	inclusive		Yes	No
100x8		I.C.	room extra				
			Max. \$800				

Pro Rata	All. Limit L.A. 2nd Class;	\$75 per room first 10; \$225 per room extra inclusive	\$50 dep. status	Yes Yes Yes No
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3400			\$100 per room first	No	No	No	Yes No
4700			2; \$75 per room next				
200x1		All. Limit	8, inclusive				
100x10		L.A.	Max. \$900				
50-e							

	\$50 per course	All. Limit L.A.	\$60 per room. Inclusive. Max. \$1000	No	No	Yes	Yes	No
--	-----------------------	-----------------------	--	----	----	-----	-----	----

3400	per course 1-3 years;	\$100 per room first	No	No	Yes	Yes	Yes	Yes
4875	\$60 per course	6; \$50 per room next						
125x3	3-4 years.	All in Alberta	4 \$25 per room extra. Inclusive.					
100x11	Pro rata graduate							

\$50 per course. **All Limit L.A.** **\$100 per room, excluding own**

\$300 per year	All	\$100 per room first 3; \$75 per room next 3; \$50 per room next 3, excluding own. Mex. \$875	No	No	Yes	Yes	No
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Mabel Marshall

D. Benjamin

Robin Estes

Antoinette Hauchfeldt

Elinor Davis

J. F. C. Seymour

J. D. Baker

L. L. Palmer
Mark McDonnell

Frank J. Daniels
Robert D. McIntosh

Maine Broadcasters

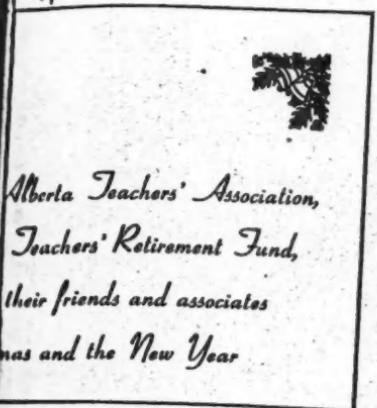
Alick Hirard



The Executive Council of the Board of Administration and the staff, extend to Best Wishes for C

Eric
W. J. G.

W. D. H. Erath.



angry
in Bois

S.A. Prescott.

H. H. Hoberg
Larallion

Betty Gueranger

Inez K. Castleton

December, 1954

Betty Gurny
Sueie Hawler
Marian Allison
Betty Tremblay
Helen Jester
Mrs. Ag. Dyres.

Vi Lindgren

J. S. Rakic

PROFESSIONAL TRAINING

DIVISION or COUNTY		1 Year	2 Years	3 Years	4 Years	5 Years	6 Years
Olds	Min.	2100	2400	2700	3000	3200	
No. 31	Max.	3000	3400	3800	4200	4400	
	Inc.	125x4	125x4	125x4	125x4	125x4	
		100x4	100x5	100x6	100x7	100x7	
Peace River	Min.	2100	2400	2700	3000	3150	
No. 10	Min.	3050	3350	3650	3950	4100	
	Inc.	160x1	100x1	100x1	100x1	100x1	
		150x1	150x1	150x1	150x1	150x1	
		100x7	100x7	100x7	100x7	100x7	
Pincher Creek	Min.	2100	2400	2700	3000	3100	
No. 29	Max.	3000	3400	3800	4200	4300	
	Inc.	100x9	100x10	100x11	100x12	100x12	
Provost	Min.	2100	2400	2700	3000	3200	
No. 33	Max.	3100	3500	3900	4300	4500	
	Inc.	100x10	100x11	100x12	100x13	100x13	
Red Deer	Min.	2100	2400	2700	3000	3200	3400
No. 35	Max.	3000	3450	3900	4350	4650	5000
	Inc.	150x2	150x3	150x4	150x4	150x5	150x6
		100x6	100x6	100x6	100x6	100x7	100x7
Red Deer Valley	Min.	2100	2400	2700	3000	3200	
No. 55	Max.	3150	3600	4050	4350	4550	
	Inc.	150x7	150x8	150x9	150x9	150x9	

6 Years

3400
5000
50x6
100x7

	Partial Training	Previous Teaching Experience	Principal's Allowance	Cost-of-Living Bonus	Allowance for Heavy Enrollment	Allowance for Spec. Certificates	Cumulative SICK Leave	Sabbatical Leave
1st Deg. \$60 per course	All	\$100 per room first 5; \$50 per room next 5; \$25 per room extra. Inclusive	\$100 married depend. status	No	Yes	Yes	No	
1st Deg. \$60 per course	All	\$125 per room first 6; \$50 per room next 5; \$25 per room extra, excluding own.		No	No	Yes	No	No
\$60 per course	All	\$100 per room. Inclusive Max. \$600	No	No	No	No	No	No
\$300 per year for 1, 2, 3 years \$50 per course 3-5 years	All, Limit L.A.	\$100 per room, excluding own. Max. \$500	No	No	Yes	Yes	No	
Pro rata to end of 2nd year. Per year thereafter	Limit L.A. and I.C.	\$100 per room for first 10, excluding own. Max. \$1,000	\$100 married depend. status	No	No	Yes	No	
1st Deg. \$60 per course	All after 1944	\$100 per room for first 5; \$50 per room next 4; \$25 per room next 4. Max. \$800	No	Yes	Yes	Yes	No	

Rocky Mountain No. 15	Min.	2100	2400	2700	3000	3300	
	Max.	3000	3400	3850	4250	4550	
	Inc.	150x2	150x2	150x3	150x3	150x3	
		100x6	100x7	100x7	100x8	100x8	
Smoky Like No. 39	Min.	2100	2460	2760	3060	3260	3460
	Max.	3100	3560	3960	4360	4560	4760
	Inc.	100x10	100x11	100x12	100x13	100x13	100x13
Spirit River No. 47	Min.	2100	2400	2700	3000	3200	
	Max.	3100	3500	3800	4100	4300	
	Inc.	150x4	150x4	150x4	150x4	150x4	
		100x4	100x5	100x5	100x5	100x5	
Stettler No. 26	Min.	2100	2400	2700	3000	3300	
	Max.	3100	3500	3900	4300	4700	
	Inc.	150x4	150x4	150x4	150x4	150x4	
		100x4	100x5	100x6	100x7	100x8	
St. Mary's River No. 2	Min.	2100	2400	2700	3000	3300	3600
	Max.	3100	3500	3900	4300	4700	5100
	Inc.	100x10	100x11	100x12	100x13	100x14	100x15
Stony Plain No. 23	Min.	2100	2400	2700	3000	3200	3400
	Max.	3100	3500	3900	4300	4500	4700
	Inc.	125x5	125x5	125x5	125x5	125x5	125x5
		100x3	100x4	100x5	100x6	100x6	100x6
		75x1	75x1	75x1	75x1	75x1	75x1
St. Paul No. 45	Min.	2100	2400	2700	3000	3200	3400
	Max.	3100	3500	3900	4300	4500	4700
	Inc.	100x10	100x11	100x12	100x13	100x13	100x13
Strawberry No. 49	Min.	2100	2400	2700	3000	3200	3400
	Max.	3100	3400	3800	4200	4500	4800
	Inc.	100x10	100x10	100x11	100x12	100x13	100x14

	\$60 per course	All Limit L.A. and I.C.	\$100 per room first five; \$50 per room next 5; \$25 per room next 5. Max. \$875	No	No	No	No	No
460 760 x13	Pro Rata	All after 1936. Limit I.C.	\$100 per room first 2; \$75 per room extra. Inclusive Max. \$800	No	No	Yes	Yes	No
1st Deg. 60 per course. 2nd Deg. \$35 per course		All. Limit L.A. and absence	\$100 per room excluding own. Max. \$800	No	Yes	Yes	Yes	No
Pro rata		All. Limit L.A. and 2nd Class	\$75 per room. Inclusive Max. \$500	No	No	No	No	No
6000 5100 x15	\$300 per year	All in Alberta	\$100 per room first 5. \$75 per room next 5; \$50 per room extra inclusive	No	No	No	Yes	No
400 4700 25x5 00x6 75x1	1st Deg. \$60 per course. \$45 per course graduate.	All after 1941 Limit L.A., I.C., T.L.	\$100 per room first 2; \$75 per room next 8. Inclusive Max. \$200	No	Yes	Yes	Yes	No
3400 4700 x13	Pro Rata	All. Limit L.A.	\$100 per room first 2; \$75 per room extra. Inclusive. Max. \$800	No	No	Yes	No	No
3400 4800 x14	1st Deg. \$60 per course. \$50 per course graduate	All. Limit L.A.	\$100 per room first 6; \$50 per room extra excluding own.	No	No	Yes	Yes	No

PROFESSIONAL TRAINING

DIVISION or COUNTY		1 Year	2 Years	3 Years	4 Years	5 Years	6 Years
Sturgeon No. 24	Min.	2100	2400	2700	3000	3100	
	Max.	3200	3500	3900	4300	4400	
	Inc.	125x4	125x4	125x4	125x4	125x4	
		100x6	100x6	100x7	100x8	100x8	
Sullivan Lake No. 9	Min.	2100	2400	2700	3000	3100	
	Max.	3000	3400	3775	4125	4225	
	Inc.	200x3	200x3	200x3	200x3	200x3	
		100x3	100x4	100x4	100x4	100x4	
			75x1	75x1	75x1	75x1	
				50x1	50x1	50x1	
Taber No. 6	Min.	2200	2475	2750	3025	3300	3575
	Max.	3800	3712½	4125	4537½	4950	5362½
	Inc.	200x1	200x1	200x1	200x1	200x1	200x1
		150x1	150x1	150x1	150x1	150x1	150x1
		100x7	100x8	100x10	100x11	100x13	100x14
		50x1	87½x1	62½x1			37½x1
				50% basic.			
Thorhild No. 57	Min.	2100	2400	2700	3000	3300	3400
	Max.	3200	3500	3900	4300	4600	4700
	Inc.	125x4	125x4	125x4	125x4	125x4	125x4
		100x6	100x6	100x7	100x8	100x8	100x8
Two Hills No. 21	Min.	2100	2400	2700	3000	3200	3400
	Max.	3100	3500	3900	4300	4500	4700
	Inc.	100x10	100x11	100x12	100x13	100x13	100x13
		\$50 bonus	one-room rural schools.				

Years

575
2½
0x1
0x1
x14
x11400
700
5x4
0x8400
700
x13

Partial Training	Previous Teaching Experience	Principal's Allowance	Cost-of-Living Bonus	Allowance for Heavy Environment	Allowance for Spec. Certificates	Cumulative Sick Leave	Sabbatical Leave
1st Deg. \$300 per year	All after 1942. Limit L.A., I.C., T.L.	\$65 per room excluding own.	No	Yes Yes No	No		
1st Deg. \$50 per course. Lab. course \$100. \$25 per course graduate	All. Limit L.A.	\$75 per room restricted.	Married depend. status \$150 plus \$25 for each depend. child.	Yes Yes No	No		
Pro Rata	All in Alberta.	\$100 per room first 6; \$50 per room extra. Inclusive Max. \$1200	No	No Yes Yes Yes			
\$80 per course.	All. Limit L.A.	\$100 per room first 2; \$75 per room extra. Inclusive Max. \$800	No	No Yes No	No		
Pro Rata	All in Alberta.	\$100 per room first 2; \$75 per room extra. room extra own. Max. \$800	No	No No No	No		

December, 1964

Vegreville No. 19	Min.	2100	2400	2700	3000	3200	3200	-----
	Max.	3200	3600	3900	4300	4500	4500	-----
	Inc.	100x11	100x12	100x12	100x13	100x13	100x13	-----
Vermillion No. 25	Min.	2100	2400	2700	3000	3200	3200	-----
	Max.	3300	3600	3900	4200	4400	4400	-----
	Inc.	110x5	110x5	110x5	110x5	110x5	110x5	-----
		100x6	100x6	100x6	100x6	100x6	100x6	-----
		50x1	50x1	50x1	50x1	50x1	50x1	-----
Wainwright No. 32	Min.	2100	2400	2700	3000	3200	3200	-----
	Max.	3200	3500	3800	4200	4400	4400	-----
	Inc.	150x2	150x2	150x2	150x2	150x2	150x2	-----
		100x8	100x8	100x8	100x9	100x9	100x9	-----
Westlock No. 37	Min.	2100	2400	2700	3000	3200	3200	3400
	Max.	3100	3500	3900	4300	4500	4700	-----
	Inc.	100x10	100x11	100x12	100x13	100x13	100x13	100x13
Wetaskiwin No. 36	Min.	2100	2400	2700	3000	3300	3300	-----
	Max.	3200	3500	3800	4100	4400	4400	-----
	Inc.	125x4	125x4	125x4	125x4	125x4	125x4	-----
		100x6	100x6	100x6	100x6	100x6	100x6	-----
Wheatland No. 40	Min.	2100	2400	2700	3000	3200	3200	-----
	Max.	3100	3525	3850	4500	4700	4700	-----
	Inc.	125x8	125x9	125x10	125x12	125x12	125x12	-----
County of Grande Prairie No. 1	Min.	2100	2400	2700	3000	-----	-----	-----
	Max.	3100	3500	3800	4100	-----	-----	-----
	Inc.	150x1	150x1	150x1	150x1	-----	-----	-----
		100x8	100x8	100x8	100x8	-----	-----	-----
		50x1	50x1	50x1	50x1	-----	-----	-----
		100x1	100x1	100x1	100x1	-----	-----	-----

1st Deg. \$50 per course. \$35 per course graduate	All. Limit L.A.	\$100 per room first 3; \$50 per room next 6; \$25 per room extra inclusive. Max. \$600	\$100 married status	No	No	Yes	No
Pro Rata	All after 1936. Limit L.A.	\$200 first room ex- cluding own. \$100 per room extra. Max. \$600	\$100 to head of house	No	No	Yes	No
Pro Rata	All. Limit L.A. and I.C.	\$100 per room first 5; \$75 per room extra excluding own. H.S. \$150 p.r. for first three other than own. Max. \$875.	No	No	Yes	Yes	No
3400 4700 100x13	All in Alberta Limit L.A. or absence	\$100 per room first 2; \$75 per room extra inclusive Max. \$800	No	No	Yes	Yes	No
560 per course	All. Limit L.A.	\$100 per room first 5; 50 per room extra. Inclusive Max. \$650	Married man, widow, widowers, \$100	No	No	Yes	No
Pro Rata	All. Limit absence	\$100 per room excluding own.	Married man, widow/ widowers, \$100	No	Yes	Yes	No
Pro Rata	All. Limit L.A., I.C., T.L.	\$300 first room ex- cluding own. \$350 per room extra Max. \$600	No	No	No	No	No

PROFESSIONAL TRAINING

DIVISION or COUNTY		1 Year	2 Years	3 Years	4 Years	5 Years	6 Years
County of Newell	Min.	2100	2400	2700	3000	3300	
	Max.	2900	3300	3700	4000	4300	
No. 4	Inc.	125x4 100x3	125x4 100x3	125x4 100x5	125x4 100x5	125x4 100x5	

County of Ponoka	Min.	2100	2400	2700	3000	3300	
	Max.	3000	3400	3850	4300	4600	
No. 3	Inc.	150x2 100x6	150x2 100x7	150x3 100x7	150x4 100x7	150x4 100x7	

County of Vulcan	Min.	2100	2400	2700	3000	3360	
	Max.	3150	3450	3750	4150	4510	
No. 2	Inc.	200x1 150x3 100x4	200x1 150x3 100x4	200x1 150x3 100x4	200x1 150x3 100x5	200x1 150x3 100x5	

County of Warner	Min.	2200	2500	2800	3100	3300	3500
	Max.	3100	3500	3900	4300	4600	4900
No. 5	Inc.	100x9	100x10	100x11	100x12	100x13	100x14

	Partial Training	Previous Teaching Experience	Principal's Allowance	Cost-of-living Allowance	Allowance for Heavy Enrollment	Allowance for Spec. Certificates	Cumulative Sick Leave	Sabbatical Leave
	\$50 per course	All	\$100 per room excluding own Max. \$800 Prin. Cert. \$100	No	No Yes No No			
1st Deg. \$50 per course for first 4 courses in any year. Allowance for 2nd degree after 4 years' experience.	All. Limit L.A., T.L. I.C. and 2nd Class		\$150 per room first 5, excluding own; \$50 per room extra	\$100 depend- ant status	No No Yes No			
	\$60 per course	All.	\$100 per room excluding own. Max. \$1000	No	Yes Yes Yes No			
3500 4900 100x14	\$50 per course, 1 yr. to 3 yrs. \$60 per course 3 yrs. to 4 yrs.	All.	\$125 per room first 5; \$50 per room extra inclusive	No	No Yes Yes Yes			

December, 1954

B.—POSITIONAL SALARY SCHEDULES

PROFESSIONAL TRAINING

		1 Year	2 Years	3 Years	4 Years	5 Years	6 Years
Foothills No. 38	Min.	2000	2300	2600	3000	3300	
	Max.	3150	3500	3850	4300	4650	
	Inc.	150x5	150x5	150x5	150x5	150x5	
		100x4	100x4	100x4	100x4	100x4	
		50x1	50x2	50x3	50x3	50x4	

Positional
bonus

Above table applies to teachers of elementary and junior high school grades including one-room rural schools with Grade IX and two-room schools including Grade X.

\$300 positional bonus to high school teachers including Grade IX when enrolled in high school.

* This analysis is descriptive only. Exact terms of schedules cannot be determined from this table.

** Effective January 1, 1954. All other division and county schedules

ARY SCHEDULES, 1954-1955

6 Years

ntary
one-
two-

chers
high

	Partial Training	Previous Teaching Experience	Principals' Allowance	Cost-of-Living Bonus	Allowance for Heavy Enrollment	Allowance for Spec. Certificates	Cumulative Sick Leave	Sabbatical Leave
	\$60 per course. \$1150 for G. Ed. Ind. Arts or H. Ec.	All	\$100 per room excluding own. Max. \$800	No	Yes Yes Yes No			

cannot be shown accurately in all cases.

Schedules became effective September 1, 1954.

Edmonton Curriculum Experiment

(Continued from Page 18)
national committees may become interested.

Publication problem

The question of publication was a very important problem that confronted the EPC. From the outset it was recognized by teachers, administrators and the school board, that no agency should profit financially, either directly or indirectly, from the unpaid professional work of teachers. Publications normally are copyrighted and sold and a serious situation would develop if it became established practice to have teachers prepare in their own time necessary materials for an educational system. In essence, it would be a form of teacher subsidy to the public purse.

The decision of the EPC and the Edmonton Public School Board was that any financial benefits accruing from the sale of publications or copyrights should go into an educational research fund for the further development of projects. Such funds are not to be used to publish material for classroom use. In the future, should classroom time be used for committee work, this problem of publication will disappear.

It should be pointed out that the present constitution of the EPC is a recent development of former methods. Some of these projects mentioned were organized and completed by the ATA and school board under a different type of organization than that outlined here.

Other fields for research

There are still many problems to be solved. There is the problem, for example, of grouping so that the gifted, average, and slow students may proceed at their own respective rates of progress without skipping or failing.

While no great difficulty has been experienced in striking committees, the participation by teachers at large could sometimes have been greater. Further,

Convocation, October, 1954

(Continued from Page 26)

Henry Kolesar
Frank Kozar
Nick Kraychy
William Kraychy
Edmond Kruckowski
Paul Kunz
Waldemar Luksta
Philip Lamoureux
Mervin Liebreich
Morris John McCallum
Neil Kenneth MacLean
Edmund Walter Majeski
Eddie Louis Mascherin
Canute Walter Nelson
Nickol Olinyuk, B.Sc.
Lars Olson
Harold Edward Parsons
Michael Ely Podmoroff
Alexander James Proudfoot
William Pura
Douglas William Ray
Phyllip Gordon Redd
Anne Joseph Leopold Rey
Lloyd George Richards, B.A.
Thomas Nathan Robbins, B.A.
Homer John Robinson
Harold Ludwig Roseth
Joseph Thomas Rudinsky
Nicholas Samoil
Michael Sawicki
Ronald Alfred Schaafle
Emile Semenik
Humphrey Senetra
John Frederick Shysh
William Orman Sibbald
George Edward Sikko
Joseph Edward Sikko
Arthur Charles Slapak
William Frederick Stewart
James Sigurd Stolee, B.A.
Nickolas Stratchuk
Melvin Salway Tagg
George Topolinsky
John Luke Voloshin
David Voth
Frank Horace Walker
Eugene Wasyluk
Victor Joseph Winter
Cecil Yarmolyk

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Anne Carmichael, B.Ed.
Edith Muriel Ritchie, B.Ed.
Sr. Lucille Agatha Hochstein, B.A.
George Rienow Conquest, B.Sc., B.Ed.
Michael Nicholas Gavinchuk, B.Sc., B.Ed.
Albert Edward Hobol, B.Ed.
Everett Franklin Hurt, B.A. (U.R.C.), M.A.
Thomas James Reid, B.Ed.
Thomas Frederick Rieger, B.A., B.Ed.

the question of school board liaison or contact has not been adequately solved and, consequently, school boards are frequently unaware that the ATA is engaged in anything other than salary negotiations, although much work requiring advanced training and leadership is in progress in Edmonton and in other areas throughout the province.



Toronto, Ontario
November 8, 1954

To the Editor:

Two fellowships for study at the University of London Institute of Education are available for Canadian teachers and educationists for 1955-56.

These fellowships are administered by a committee of selection, which operates under the National Conference of Canadian Universities. The members of the committee at present are: Dr. A. E. Kerr, president, Dalhousie University, Halifax, N.S.; Dr. W. A. Mackintosh, principal, Queen's University, Kingston, Ont.; Dr. M. E. LaZerte, St. Joseph's College, University of Alberta, Edmonton, Alta.; the president of the Canadian Education Association (Dr. W. H. Swift, Deputy Minister of Education, Edmonton, Alta.); and the undersigned (chairman). This committee will make recommendations to the NCCU and to the Institute of Education for the selection of Canadian fellows.

Will you please canvass the situation as you know it in your vicinity, and forward, not later than January 14, 1955, to the nearest member of the committee of selection, the names, addresses and qualifications of teachers who appear to be eligible, under the regulations, to be considered for these awards. The committee would appreciate your ascertaining, before sending on any names, whether the teachers concerned would be able and willing to accept a fellowship, if selected. Final selections will be made as soon as possible after January 14, 1955.

There are no forms of application, but applicants should submit detailed infor-

mation regarding their academic and professional careers, with transcripts of their university standing, and, in addition, such recommendations and other supporting documents as they may wish to submit to the committee.

Generally speaking, preference is given to applicants who are not more than forty-five years of age.

Yours very truly,

J. G. ALTHOUSE

Chairman

Committee of Selection

University of London Institute of Education

Regulations re Fellowships to Canadians

1. The award of the fellowships is made possible by funds provided as follows:
 - (a) by Mr. Garfield Weston;
 - (b) by The Imperial Relation Trust.
2. In this circular, the fellowships shall be called, respectively:
 - (a) The Garfield Weston Fellowship;
 - (b) The Imperial Relations Trust Fellowship.
3. The purpose of the fellowships is to enable two experienced teachers and educationists from Canada to spend a period of study in circumstances which allow the freest interchange of educational thought within the British Commonwealth.
4. The fellowships shall be tenable at the University of London Institute of Education for one year, which shall be the academic year from October, 1955 to June, 1956.
5. A fellow during the tenure of the fellowship will be expected to devote his whole time to educational studies of an advanced character which are relevant to the educational problems of his own country.
 - (1) The emolument of a Garfield Weston Fellowship will be \$1,800.
 - (2) The emolument of an Imperial Relations Trust Fellowship will be £500, together with a grant not exceeding £50 towards the expenses of travel in Great Britain or in

- Europe undertaken during the tenure of the fellowship and in pursuance of educational studies.
7. During his period of tenure a fellow is free to attend without payment of fee any lectures or courses held within the Institute, and he may expect to be made a member of the Senior Common Room.
 8. It will be expected that applicants for a fellowship will be men or women of exceptional ability who have had not less than five years' experience in teaching or educational administration and who have given good evidence that they are likely to play parts of more than ordinary importance in the educational system of their own countries. A university degree is required as evidence of having attained the required standard of general education.
 9. Acceptance of appointment to a fel-
- lowship will imply an obligation upon the fellow to return to educational service in his own country within a reasonable period after the conclusion of his studies in the Institute.
10. The recommendations of the committee of selection for Canada are subject to the approval of the National Conference of Canadian Universities and of the Institute of Education, University of London.
 11. Funds on account of the fellowships will be made available to the selected fellows as follows:
 - (a) The Garfield Weston Fellowship—paid directly to the fellow by the Canadian Education Association, 206 Huron Street, Toronto, Ont.;
 - (b) The Imperial Relations Trust Fellowship—paid directly to the fellow by the Institute of Education, London, England.

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Teachers in the NEWS

SUPERINTENDENT APPOINTMENTS



ARTHUR H. ELLIOTT



ERNEST HODGSON

Arthur H. Elliott, assistant superintendent of schools in the Clover Bar School Division, was principal of Tofield School at the time of his appointment to the superintendent staff of the Department of Education.

Mr. Elliott graduated from Edmonton Normal School in 1933 and received his B.Sc. degree from the University of Alberta. He taught in schools in the Vermilion, Neutral Hills, and Lacombe School Divisions before becoming principal of Tofield School.

During his ten years in Tofield, Mr. Elliott was active in the Holden Local of the Alberta Teachers' Association. At various times he has served on the local executive, as member of the salary committee, and as councillor to the AGM for Holden Local.

Ernest Hodgson, superintendent of schools for Strawberry School Division, was on the staff of Victoria Composite High School, Edmonton, at the time of

his appointment to the superintendent staff of the Department of Education.

Mr. Hodgson graduated from Edmonton Normal School and taught in rural schools of the Vermilion School Division both before and after service in the RCAF as a wireless mechanic.

During his studies for his M.Ed. degree, Mr. Hodgson was active in student affairs at the University of Alberta. He was president of the Education Undergraduate Society in 1947-48 and was also general chairman of the first Western Canada Student-Teachers' Conference.

From 1949 until his appointment as superintendent, Mr. Hodgson was active in ATA local affairs in Edmonton. He has served on a number of committees of both the junior high and senior high school locals of that city.

ELECTED FOR PUBLIC SERVICE

G. S. Lakie, vice-president of the Alberta Teachers' Association and principal of Fleetwood School in Lethbridge,

was elected to his fourth term as alderman for that city.

Reg. Turner, principal of Watson Junior High School, Lethbridge, was elected for a fourth term on the Lethbridge City Council.

Frank L. Woodman, retired principal of Western Canada High School, Calgary, in his first venture into civic politics, headed the poll for election of trustees for the public school board, Calgary.

GREY CUP, 1954

Steve Mendryk, physical education teacher at Westglen High School, Edmonton, was a member of Edmonton's Grey Cup Eskimos.



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OUR AMERICAN NEIGHBOURS	4.50
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THE OLD WORLD AND ITS GIFTS	4.50
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TORONTO



Education and Art—

*University of Toronto Press, Toronto,
pp. 136, \$5.00.*

A symposium edited by Edwin Ziegfeld; Unesco publication. This is a collection of essays and art by experts from many countries. The book is beautifully illustrated; many plates are in colour. Art's place in education is discussed thoroughly from the points of view of pupils, teachers, communities, and the world.

Sodbusters Invade the Peace—

*Bezanson, The Ryerson Press, Toronto,
pp. 209, \$3.95.*

The author of this interesting book first explored the country about which he writes in 1906-1907. He tells the story of the opening of the Peace River country. The real fascination of this tale is the close personal description of a country which, although beautiful and now a rich agricultural area, was once thought unfit for farm settlement.

Teaching and Learning—

*Laycock, The Copp Clark Co. Limited,
Toronto, pp. 305, \$3.50.*

This book is written as a text for students in education and is particularly suitable as a first textbook in educational psychology. The author, former dean of the College of Education, University of Saskatchewan, is known for his concise writing.

Dr. Laycock's point of view is refreshingly devoid of the jargon which characterizes so many writings in this field. Running through the book is the thread of one of his popular theses—the child has a home teacher, a school teacher and a church teacher. He develops carefully the classroom problems which confront

teachers and discusses sensible approaches to solutions.

Teachers, in service as well as student-teachers, will find this book worth reading.

Oil Trails in Headless Valley—

Holliday, Longmans, Green and Company, Toronto, pp. 158, \$2.50.

Here is a yarn about the mysterious Headless Valley region and the South Nahanni river. Interwoven in the story is the picture of the modern search for oil. The author is quite familiar with the oil industry and that background added to the talent for adventure-writing makes the story almost seem real.

The Great Island—

Bice, The Macmillan Company of Canada Limited, Toronto, pp. 103, \$3.00.

A good story for boys and girls of senior elementary and junior high school level. The locale is Canada's tenth province, Newfoundland. Clare Bice, the author, is an artist as well and has illustrated his story attractively. A mystery, the tale contains elements of treasure-hunting, pirates, and mundane things such as a freezing-plant industry.

Canada, Then and Now—

Garland, The Macmillan Company of Canada Limited, Toronto; pp. 461, \$2.25.

This book is based on Wallace's "A First Book of Canadian History." In eight chapters it discusses Canada's early history including the first settlements, the French, fur-traders, the fight for North America, Canada under the British, and exploration of the northwest. The book then discusses Canada's development as a nation and confederation. A final chapter deals with Canadian occupations.

Navigation in Education

(Continued from Page 23)

of reading interests, and use of reading as a tool for project work.

These specific objectives should now be stated in terms of pupil behaviour, and the teacher should consider kinds of pupil behaviour which will indicate progress along the line of each objective, for example—to follow carefully instructions written on the blackboard for project activities.

At this point we might ask, to what degree have the pupils of this Grade III class been included in the planning of objectives and surveying the present reading situation with regard to objectives? This will depend upon the amount of pupil planning to which the group is accustomed. Ideally it would be well to have the whole room, pupils and teacher, plan this three-month program together. In practice it might sabotage such a program to preface it with too much mature logical analysis and planning, insofar as pupil involvement at this age-level is concerned. From the pupils' viewpoint the objectives might be in such terms as, "to make our parts sound more like real life as we read them in the Indian play we are practising." But a broader conception of the aims of a reading program may well develop in the pupils as the program proceeds.

With careful attention to the first two steps from an evaluation viewpoint (determination of objectives and determination of present position) of the three-month reading program, the remaining steps are relatively simple and follow quite naturally. The third step is guidance of activities to attain the objectives. Here evaluation functions as does navigation of an aircraft during the flight—to see that the program continues toward its original aims, for example, to see that it does not slip back into over-emphasis upon reading speed and comprehension of general significance, to the neglect of other features of primary reading. Evaluation techniques used during this step will be quite simple, but

could well include brief pupil discussion of degree of attainment of aims, as the aims are understood by the pupils.

The fourth step in the evaluation of the three-month program is getting evidence of change with respect to objectives. Such evidence will have been accumulating, through anecdotal records, general impressions of the teacher, pupil judgments, and so on. At the end of the period, however, a more comprehensive cross-reciprocal picture of attainments should be made, using the same techniques, or equivalent forms of the same techniques, that were used at the outset.

The fifth step is interpretation of the evidence of change. This is a subjective weighing (mainly by the teacher at this grade-level, though pupils may also play quite a part) of all the objective and subjective evidence available as to what has happened during the past three months, insofar as each of the aims of the reading improvement program is concerned, in relation to each of the pupils. This terminal appraisal is considered by many people as essentially the evaluation step of a program, but it depends very much upon the previous steps.

Then finally, using the experience of this unit of work, the objectives and probably the procedures for the reading programs for the rest of the year may be planned.

As a second example of evaluation as applied in the classroom, we might consider evaluation in a unit in Social Studies in Grade VII—say, in an eight week unit of work under the general title "How Living in Canada Has Been Influenced by the Physical Environment," and dealing successively with the farmer, the miner, the lumberman, etc., in the five physical divisions of Canada. Evaluation in such a unit of work will again have to be based upon the objectives of the unit. Though the unit will certainly have to be pre-planned by the teacher, depending upon students' previous experience, the pupils will be able to take a much more active part in plan-

ning the objectives, procedures, and appraisal of the unit than could be expected of the Grade III pupils in their reading program. The objectives of such a unit would probably include developments of knowledge of the physical features of the five regions, and of the locations of the various kinds of farming, mining, etc.; development of generalized understandings of inter-relations of different physical features with different occupations; and similar knowledge and understanding usually associated with such a study. But, depending upon the overall program for the class, objectives for this particular unit might also stress, shall we say, development of skill in oral reporting, of skill in the use of the atlas, maps and charts, of the habit of completing tasks undertaken, and of loyalty to Canada.

In this kind of unit the group would probably not wish to spend much time in assessing, at the outset, the present position of class members with respect to the details of each objective. With regard to, say, geographical knowledge of Canada, there may be some results of earlier tests on file, but here teacher and class members will probably depend, mainly, for their baseline, upon what they know of one another from general acquaintance. In the first few days of motivating and planning the unit, the teacher will be noting, in a general way, the current position of the class members with regard to this aim. But for an aim such as developing skill in oral reporting, it might be that, early in the unit, teacher and class might list criteria for a good group report; progress in reporting skill might then be rated periodically, using this check-list as the unit proceeds.

As the unit is proceeding, a goodly variety of evaluation techniques will be in use. For some aspects of the knowledge aim, pupils may themselves construct objectively-scored tests, either for use at some point during the unit, or after it is over. If one group, through lack of industry of its members, does not complete its share of an interim report-

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ing session, class appraisal of the sense of responsibility of members of that group will certainly take place. Maps and charts being prepared will be judged by pupils and teacher. The teacher may be jotting down a few anecdotal records concerning evidences of loyalty to Canada. The culminating session, in which results of the eight weeks' work, in the form of reports, maps and charts, little plays, etc., are drawn together (and which the principal and some parents may attend) will be very much an appraisal by the whole group of the whole unit, although the pupils may not think of it as such. Pupils may well wish to discuss or jot down what they think have been the main weaknesses and the main accomplishments of their efforts, however. Some combination of pupil-made and teacher-made tests of subject matter, both objectively scored and essay-type, will no doubt be used.

The teacher will have to be on the alert that these tests, insofar as possible, are related to the original aims of the unit, and are assessing development of general understandings as well as factual knowledge.

Interpretation of these data leads naturally to planning the next unit, in which perhaps manufacturing industries may be studied, stress on skill in reporting may be cut down, but completing jobs undertaken may be further emphasized. Records of the outcomes of the unit will include such materials as pupils' notebooks, class scrapbook, wall charts, etc.; the teacher will have her own file of summarized records, which will later be further summarized in the cumulative records which the school keeps for each pupil. From these cumulative records and other sources periodical reporting to parents, in one way or another, will take place.

Main Points

I have attempted to stress the need for sound evaluation, and through reference to classroom situations, to make these four main points, as I see them—

(a) Evaluation seeks simply to

answer the two questions: how well are we doing that which we are doing and are we doing that which we ought to be doing?

(b) It is not just something tacked on at the end of an activity; rather, it is an integral, "built-in part" of that activity. It can be thought of in six steps:

1. determination of objectives;
2. determination of present position with regard to objectives;
3. guidance of activities toward attainment of objectives;
4. collection of evidence of change with regard to objectives;
5. analysis and interpretation of the evidence;
6. modification of objectives and procedures.

(c) Evaluation is based upon clear definition of objectives.

(d) The interpretation step requires a subjective but honest weighing by all concerned of all the objective and subjective evidence available.

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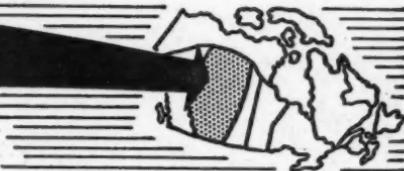
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from
OUR LOCALS



Local and sublocal news received on or before the twentieth of any month is published in the next month's issue. Correspondents should submit copy on manuscript paper either typewritten or in longhand. Names of all persons should be accompanied by initials. Reports should be not longer than 150 words. All material is subject to editing.

Camrose North Sublocal

The chief business at the regular meeting of the sublocal held at Dinant on October 21 was the election of Eric Hohn as councillor to the local; Bernard Fossen as salary negotiating committee representative; and Gordon Dennis as curling representative. The matter of inter-school games was discussed, particularly the question as to whether or not spectators should be taken from the rooms of the supervising teachers.

Camrose South Sublocal

Thirty-five teachers from Bashaw, Edberg, Ferintosh, Meeting Creek, and New Norway met at the Meeting Creek School for the regular meeting on November 8. An election of officers was held, and the new executive is as follows: Peter Gill, president, A. H. Marshall, vice-president, and Mrs. Inez Kasa, secretary, all of Meeting Creek; Mike Bartman, Edberg, press correspondent; Sverre Malmo, New Norway, member of policy committee; Roy Wadson, Bashaw, member of salary committee; Eldon Olstad, Edberg, sports convener; and Dennis Dibski of Ferintosh, councillor. A vote of thanks was tendered to members of the last year's executive. Meetings will be held on the second Monday of each month and will rotate among the five schools. Junior high school baseball was discussed and,

although the group was not entirely opposed to it, they decided that softball at this level would be more practical for the spring track meet. The teachers of the school in which each meeting is held will be responsible for the program and for refreshments. The next meeting, which will take the form of a Christmas social, will be held at New Norway.

Chipman Sublocal

Peter C. Kolawski was elected as president of the sublocal at an organization meeting held recently in the Chipman School. Mrs. Audrea N. McLachlan is vice-president and Mrs. Rose Motyka, secretary-treasurer. Committee members are Mrs. Helen Pich, nominations; Harry Shavchook, resolutions; and Ardit Carter, audit. Mr. Kolawski acted as chairman of the meeting, and Oliver J. Chernyk gave a short talk on group insurance.

Fairview Sublocal

The second meeting of the school term was held in the Fairview High School on November 5. The members of the sublocal dealt with the adoption of a constitution, and elected a press correspondent, Marian Moyowski. R. S. Chapman and B. J. Roe spoke on salaries, reporting on matters discussed at the recent zone meeting held at Fairview.



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The meeting concluded with a very entertaining talk, "We Ain't Got It So Bad," by Mr. Roe. The first Friday of each month will be the regular date for meetings.

Foothills Local

Fifty-two teachers attended the November meeting of the local held at Cayley in the IOOF Hall. Prior to the business, a "covered dish" supper was enjoyed, with the members of the Cayley staff in charge. "The Little Red Schoolhouse" was the theme of the decorations which were carried out by the Cayley household economics class. President Stanley Norris welcomed the teachers. C. G. B. McKenzie led a discussion on report cards. Samples of report cards from other provinces as well as from the United States were on display. Group discussions were led by Mrs. Elda Robinson of Okotoks for Division 1, Mrs. Katherine Curran, Cayley, for Division 2, Mr. McKenzie for Division 3, and Mr. Norris for Division 4. The findings of the various committees were tabulated by Mrs. Ione Denison of Cayley for the consideration of the Foothills Divisional Board. Members of the Blackie staff will be hosts for the January meeting which will be held in the Memorial Centre at High River.

Forestburg-Galahad-Alliance Sublocal

A good representation of teachers from Alliance, Merna, Forestburg, and

Galahad met at the Galahad School on November 15 for the second sublocal meeting of the school term. It was decided to purchase twelve more filmstrips, Mr. Lencucha to be responsible for making selections. Wilfred Willing was appointed as filmstrip coordinator. There was discussion regarding future programs, and it was decided to have one in the form of a citizens' forum. Mr. Voloshin will select the topic from the list in the current series and will advise the teachers as to the topic and date. A track and field meet was considered, and plans were made to have a meet about the middle of next May. Russell Leskiw gave a very interesting and informative talk concerning the Banff workshop which he attended during the summer. The next meeting will be held on January 11, 1955.

Forty Mile Sublocal

At a meeting on October 21 members of the sublocal elected the following officers: Mrs. Ivy K. Tunstall, president; Hugh Irving, vice-president; Mrs. Winifred Evans, secretary-treasurer; and Roy Hadlington, councillor. Members of the salary negotiating committee are Mrs. Maline Schindle, Dave Pickard, and Mr. Hadlington, and Mrs. Anne McCracken is responsible for public relations. A method of circulating professional reading material to the various sublocal points was decided upon. The principals in the sublocal will re-

port at the next meeting on the South-east Alberta Administrators' Conference recently held at Medicine Hat.

Future meetings of the sublocal will be held at the Gershaw School.

Grande Prairie Local

The first meeting of the local was held on October 20 to deal with post-convention matters. The new slate of officers for the year is as follows: Raymond Bean, president; Mrs. Jean O'Brien, vice-president; Sister Joseph Austin, secretary-treasurer; and Roy Gouchey, Nick Wengreniuk, and Mr. Bean, councillors.

Hairy Hill Sublocal

Members of the sublocal elected their new executive at a meeting held on October 22. The officers are: Con Lutic, president; L. T. Vandermeulen, vice-president; and Mrs. Helen Grekul, secretary-treasurer. M. Podealuk is councillor, and Nick G. Hauca, press correspondent. Mrs. Grekul, Mrs. Lena J. Kelba, Dick Hunka, George N. Kelba, and J. Tomashavsky are on the social committee.

Hines Creek Sublocal

The 1954-55 executive of the sublocal was elected at the first meeting held at Hines Creek on November 6. Mrs. Grace Shepherd is president; Mrs. Helen Sideroff, vice-president; Mrs. L. Horsten, secretary-treasurer and press correspondent; and William P. Rourke,

councillor to the local. Meetings are to be held the first Friday of each month.

Irma Sublocal

New officers were elected at the first meeting of the sublocal held on October 5. Mrs. C. M. Ballentine is president; Allen Ronaghan, vice-president; Mrs. Louise Prosser, secretary-treasurer; and Miss K. Younker, press reporter. Meetings will be held on the first Tuesday of each month and will rotate among the different schools in the district.

Jarvie-Fawcett Sublocal

An organization meeting of the sub-local was held at Fawcett on September 29. Election results were as follows: Mrs. Kay Armstrong, president; Mrs. G. Polis, vice-president; Bob Montgomery, secretary-treasurer; and Mary Schoenrock, press correspondent. A short discussion took place regarding the teachers' convention to be held at Westlock in February.

At the second meeting held at Jarvie on October 27, discussion centred around the topic of Christmas concerts and a proposal that the usual concert be replaced by a drama night held in January. It was left to each of the four schools to make the final decision as to whether or not to have a Christmas concert. The business meeting was followed by an entertaining skit presented by the Jarvie staff.

Meetings of the sublocal will be held

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Mount Rundle Local

The local members elected a new slate of officers at a recent meeting. R. Ellehill is the new president, with K. C. McPherson as vice-president, and A. McMartin, secretary-treasurer. William Alexander is convention representative, and councillors are A. Arlendson and Lee Leavitt.

Northwest Geographic Council

Delegates from Fairview, High Prairie, Peace River, Spirit River, and Grande Prairie Locals held a zone meeting at Fairview recently. W. D. McGrath, district representative, acted as chairman, and Mrs. M. Gray as secretary. Guest speaker was McKim Ross. The main topic for discussion was salary negotiations and Mr. Ross gave valuable advice to policy committees. A general policy to be followed by the locals was formulated. The Fairview teachers served refreshments.

Pincher Creek Local

At the first meeting held in Lethbridge during the annual convention the following executive was elected for 1954-55: Hector G. Whitson, president; Mrs. Ruth Ekelund, vice-president; Alta E. McRae, secretary-treasurer; and Mrs. Rose Johnson and Emery Gruninger, AGM councillors. Mr. Gruninger is chairman of the salary negotiating committee, and Mrs. Ekelund of the public relations committee. An investigation carried out by the local revealed that no student-teachers and only one correspondence supervisor are employed by the Pincher Creek School Division No. 29.

Stettler Sublocal

The first meeting of the sublocal was held in Stettler School on September 28, with the vice-president, Mrs. M. Duke, in the chair. Officers elected for 1954-55 were: Mrs. Edith Russell, president;

B. J. Strain, vice-president; and Mrs. Elsie Renwick, secretary-treasurer. Miss Vera Hansen is press correspondent. AGM councillors are Mrs. D. Binnington and S. P. Hencley; program conveners, Mary A. Groat and Ivan Mallett, and lunch convener, Mrs. R. Annable. Mrs. R. Robinson outlined the history of the Banff School of Fine Arts, where she attended the summer workshop.

The president, Mrs. Russell, presided at the meeting on October 26. Members of the sublocal decided to arrange an observance of "Education Week" in the spring, similar to the one held last year, with a speaker and various program items of interest. Suggestions for improving the convention were discussed, in response to a letter from the president of the Red Deer convention. All favoured the idea of allotting more workshop time and of release of topics to be discussed before the groups go into session.

Meetings are to be held on the last Tuesday of each month.

Stony Plain Local

Seven members were present and R. Sauder presided at the meeting held at Duffield on November 20. The local's financial statement was reviewed. The bank balance was favourable, and it is expected that the financial standing will be improved when fees are received. Festival committees were approved for the east and west zones. The salary negotiating committee was selected, with B. Spaner as chairman, and a discussion

on salary policy for the current year followed. The costs of the annual convention were also discussed, and a comparison was requested of expenses of holding sessions in the Masonic Temple and in the Macdonald Hotel. There was some discussion regarding school supplies, sports equipment, and capital equipment. The question of group insurance was brought up and interest was indicated in the Occidental Life plan. The matter of a grant to sublocals for track meet purposes was tabled. It was decided not to hold a December meeting. The next meeting will take place in January at Stony Plain.

Warner-Wrentham-New Dayton Sublocal

A meeting of the sublocal was held on November 3 at the Wrentham School, and the following officers were elected: W. G. McFall, president; Ross F. McCormick, vice-president; and J. Tilbrook, secretary-treasurer. Mrs. Helen Willms was elected as press correspondent, and Mr. McCormick as councillor.

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CATALOGUE ON REQUEST.

How To Live With TV

(Continued from Page 11)

Many parents requested educational programs that "encourage children to read more." These mothers and fathers noticed that their children were reading less now than before they had television and pupils' replies confirmed this. Some parents suggested that more children's programs be scheduled at hours favourable for viewing. Others stressed the need for greater discrimination in the choice of present offerings. And many were looking forward to the opening of Channel 11, Chicago's newly assigned educational TV station. Hadn't *Ding Dong School* proved that a superior educational program could be highly successful?

These parents' suggestions are excellent indeed. It should be kept in mind, however, that they came from only a small part of the group surveyed. Many of the others seemed to be indifferent to the effect of TV on their children. One such parent wrote: "TV offers no problem in our home. We've simply adjusted our whole schedule to it." Another admitted, "Yes, our children do read less, but so does my husband and so do I!"

No Eclipse for Books

The problem of reading was most frequently mentioned by parents. What ill effects might televiewing have on children's reading and study habits? Here I think is a central problem to which parents can make a positive contribution. Often, it seems to me, fathers and mothers do not appreciate sufficiently how much their own behaviour and attitudes affect their children. If they themselves read little, rarely share books with their children, and seldom turn to books for information and enjoyment, it is not surprising that their children are not interested in reading as a way of spending their leisure time. On the other hand, if children see their parents finding real pleasure in reading, they too will quite likely turn to books.

The same principal applies to television. If parents discuss, compare, and evaluate various programs in the family circle, their children are likely to choose programs with discrimination. If the whole family together plans a schedule for televiewing, the result may help everyone. And if, in addition, parents make an effort to suggest books about topics presented on favourite programs, the children will probably read more, instead of less.

Accessibility of books is of course important in the development of reading interests. Parents should therefore build up a varied home library and also encourage children to take advantage of the public library.

Skill in reading is still another consideration. We know that many children turn to comic books and to television because in these activities they are not penalized by poor reading ability. Such youngsters should be helped to read more effectively. Here parents can do a great deal, although some of them may also lack the skill to read fluently and enjoyably. There is hope for them as well as for their children. Reading ability can be improved, as we have discovered at the Northwestern University psycho-educational clinic. Our experience shows that both adults and children can become better readers and thereby acquire a deeper interest in books.

Television, let me repeat, is here to stay, and we parents and teachers will have to accept it. But this is not a summons to grin and bear it or even to concentrate all our efforts in the direction of better programs. If by some magic every program, beginning today, were to be a model of excellence, we parents and teachers would still have an important task: to teach our children to use wisely this electronic wonder that scientists and engineers have given to us. One parent questioned in the survey put the problem sagely when he said, "Life should be lived, not watched."

Newfoundland's New Salary Scale

Following the increase of \$1,000,000 in the Government grant for teachers' salaries (CEA News Letter, February, 1954), a new provincial salary scale became effective on April 1. Objectives of the revision are:

- (1) to retain in the profession those teachers who are now qualified;
- (2) to encourage partially qualified or unqualified persons teaching on temporary licenses ("licensed teachers") to enter university for at least one year's professional training;
- (3) to attract more suitable young people to the profession;
- (4) to induce better qualified teachers to serve in the isolated northern areas of the province.

Salaries of certified teachers under the new scale range from a minimum of \$2,000 per year for a beginning teacher with one year's professional training to a maximum of \$4,200 for a teacher with a university degree in Education, Arts, or Science and twelve years' experience. Salary ranges are: one year's professional training—minimum \$2,000, maximum \$2,600 after five years; two years' pro-

fessional training — minimum \$2,300, maximum \$3,140 after seven years; three years' professional training — minimum \$2,600, maximum \$3,680 after nine years; university degree plus professional training — minimum \$3,000, maximum \$4,200 after 12 years. The salaries of licensed teachers with the exception of those holding "D" licenses (permit teachers) have been increased by from ten to fourteen percent. The maximum for such teachers will now be \$1,800 a year for a teacher holding the "A", or highest class of temporary licence.

In addition to the basic salary scales, bonuses will continue to be paid to principals and vice-principals and to teachers in sole charge schools who are called upon to teach work above Grade VIII. A special isolation bonus of \$200 per year will be paid to teachers with a "B" licence or better who teach in schools in the northern part of the province.

An important feature of the new scale is that it incorporates for the first time the principle of equal pay for both men and women teachers.

—CEA News Letter

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Art and the Classroom Teacher

(Continued from Page 13)

her children in the art class, she and the art teacher can supplement each other and provide a more coordinated school program for the child. If the classroom teacher helps to pour paint from the quart bottles to the little bottles, she is a part of the whole creative process. However, if the classroom teacher corrects papers during the art class, it would be better if she went to another room. Her non-participation puts a damper on the art class, for someone is present who is not entering into the spirit of the class.

If she helps the art teacher assist some child who knocked over his paint bottle, she is part of the group, for paint needs to be cleaned up and some small children's hands are not strong enough to squeeze water out of a rag.

When big paintings or stage sets have to be moved from the art room to the classroom she can accompany a small group as they try to carry the scenery. While she does this the art teacher stays with the majority in the art room.

This classroom teacher will then wear a smock and older shoes like the art teacher, for when children work freely with art materials there has to be a "mess." If she wears good clothes and no smock she will stand aloof for fear of getting spots on her clothes. This attitude can easily have a bad effect on the art work. Rather than do this she should go to another room. The classroom teacher who does not spend time as a participant in art activities with her children cannot have the insight which is essential to any effective art program. Teacher participation is the most important element in the art program.

Other Prerequisites

There are, of course, other prerequisites to this program which should probably be more generally understood by classroom teachers and administrators. High on this list of prerequisites are space and material. Children need paint

and clay, their favourite materials. They need large pieces of paper and bottles of paint with large brushes. Large quantities give them freedom. Obviously they need table space or floor space in order to spread out the papers and set the paint bottles close by. If the school lacks this space, some children may read while others paint.

The solution is not to work on small paper size 9 x 12 inches. Neither is the solution to limit children to crayons with the comment "this is all we can afford."

There are ways to get money for supplies. One enthusiastic teacher spent her own money to have a few children paint large. The results were so pleasing that the parent-teacher group bought \$10 worth of paint. The superintendent was pleased. The art teacher now has all of the paint she wants and large paper of many colours. It took several more years to get the clay. Not before she had her stone sculpture exhibited in the Chicago Art Institute Show did the school become interested. The parent-teacher group asked her to give a talk. The superintendent was present. Now her children have clay.



"Cafeteria duty was running along smoothly . . . and then Bobby Broole started putting gravy on his Jello."

At first each child had to muss up his clay unless he made an excellent piece of modelling. This, of course, was not good practice. The child who does his best should keep his modelling. He may never be a genius, but his work is interesting to him and to others. Now her school has enough clay for all to use freely.

The importance of exhibiting children's pictures cannot be over-estimated. Large bulletin boards in rooms and many bulletin boards in the halls are needed. Pictures are not painted to stack in piles. Children like to see their work and the work of others. An exhibit put up once a year for the parents is not the solution. Sending an exhibit to the central office is not the solution. These exhibits should be on the hall bulletin boards at the end of the first week of school. They will not be good, but as the weeks go by the pictures will be better. Some pictures may be taken down when others are ready to put up. The exhibit is, therefore, continual. To list all of the things the children learn from such an exhibit would make another article.

These exhibits have many secondary values. They enlist the interest of parents and superintendents. They enlighten the parents and superintendent as to the aims of the teachers and the art accomplishments of the children. They give the superintendent concrete evidence to guide him in evaluating the art program. His suggestions and criticisms may give the art teacher the opportunity to explain the program to him or to enlist his support in getting more supplies or space.

Enough Time

Last but not least in importance is the matter of time. The art period must be long enough to get something finished. With the exception of the first grade, the art period should be no less than 50 minutes for painting and clay work. A 60-minute period is more satisfactory since children need to get out paints and mix colours for their special needs. This takes time and younger children often

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spill paint which will take more time. After the paint is mixed and all is ready the child must have time to paint.

When working with clay, boys and girls need time to finish what they start. Children like the kind of clay that hardens. They cannot work on it a second day for it hardens over night. If they cannot finish in one art period they have to muss it up and start all over the next day. Children can, of course, bring tin cans with covers and keep the clay object soft in this can from day to day, but most children under the seventh grade don't care to do this. They like to finish in one art class so that they can paint the clay the next day. Then, too, children seem to bring cans too small for the objects they model.

We must do nothing to cramp the size of modelling as well as painting and other art forms. As was stated before, children are more free when they make things large, when they have plenty of time, and when they work in an atmosphere of enthusiasm. Keep in mind that freedom is the essence of children's art.



From "The Ladies" Cartoon appearing
in the Chicago Daily News

The Cost of Education

(Continued from Page 20)
dren get more education if we have good teachers in poor classrooms than if we have poor teachers in million dollar buildings."

"Education," he continued, "is the result of the interplay of human forces between teacher and pupil. This force can be powerful, creative and inspirational if the teacher has the personality, the interest, the enthusiasm and the education that fits him for his position of

privilege and freedom . . . Are we really interested in learning and education when we condone the lowering of standards, short term measures of solving the teacher shortage, the certification into the teaching profession of boys and girls who have not even completed their high school grades and salaries on the level of those paid unskilled labourers?"

*Emphasis ours.

Light on the Darkling Plain

(Continued from Page 16)

offer a share in the formulation of policy while retaining the legal responsibility for final decision. Discussions which must be pressed for do not suggest the presence of a free consultative spirit. It is regrettable that many education authorities have been slow in seeing the nearly untapped reservoir of ability so close at hand. At times they have seen the reservoir but have overlooked the need for a proper pipe-line—contact through the professional organization. It is always possible to consult individual teachers. But the real indication of high professional status is the extent to which the official voice of teachers is freely consulted. When teachers are firmly united, full consultation must soon follow.

In these days of acute teacher shortage, when the shortage has become a chronic condition with malignant tendencies, far too few education authorities realize that an enlightened and voluntary approach to teachers on conditions of work would electrify the profession. Without doubt, this would be a shock. But perhaps conditions are such that shock treatment would be helpful. The growth of true consultation is unlikely to be a rapid process. From steady growth will come enduring good. Even the pessimists will concede that, in Canada, the trend to consultation is unmistakable.

How free are teachers from direction in matters of personal conviction?

As I review some eighteen years in the classroom, I see tremendous changes. The Canadian scene is certainly not with-

out its patches of light and shade. But, we must always remember that freedom is always relative.

It still amazes me that there are, even in Canada, communities which attempt to set one standard for themselves and another for their teachers. The parent who cheerfully puffs himself into a lung cancer or who drinks himself into cirrhosis of the liver, really pays the teacher too much credit when he frowns on such liberty for the teacher on the grounds that this would be a bad example for the children. In such matters, does the teacher really have more influence than the community and the parents? I think not. But the restrictive atmosphere in a host of trivial matters often turns competent and self-respecting individuals from the profession. The educator needs both security and freedom—security from the open and the subtle pressures of the community and freedom to be an individual or even a "character", as the president of the University of Toronto recently said. Denial of full political freedom makes a second-rate citizen. Limitations of personal freedom makes the teacher a race apart. Where such conditions exist is it any wonder that the profession is avoided like the plague?

Recently, Dr. Robert M. Hutchins, former Chancellor of the University of Chicago, discussed another aspect of educational freedom:

"Education is impossible in many parts of the nation because free inquiry and free discussion are impossible. The teachers of many subjects cannot teach without risking their jobs. You don't have to

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fire many teachers to intimidate them all."

When investigator and informer move in on the schools, freedom moves out.

When we really dare to be ourselves, when we really stand on principle and not on expediency, then we are on the way to a better status. Often we teachers are our own worst enemies. But courage and conviction are not lacking in Canadian teachers. I believe we will stand the test.

Not so long ago, Dr. Hugh L. Keenleyside reminded an audience of a warning made by H. G. Wells—in 1910, I believe—that the world is in a race between education and catastrophe. In these perilous times, Canadian teachers have a unique opportunity, if not an obligation, to show their professional unity. We Canadians are often inclined to assume we are a cut above others in world understanding. At the same time, we indulge ourselves in some pretty fancy rough-and-tumble on the home grounds. In our own affairs we teachers often act as though the CTF were fully expendable—worth tolerating only as a "talk shop" and as an excuse for subsidized travel.

Is professionalism only to be found within the provincial confines? Surely our determination to make CTF a working body is a small but fundamental test of our fitness as Canadians to take the side of education in the race with catastrophe. Canada can, and must assume some international leadership. Our country is the Belgium of the atomic age. On this west coast, we are particularly conscious of the implications of the recent hydrogen blasts. Perhaps we can sympathize with, even though we may

not fully share the European view that, whoever wins the next war, they will be its first victims.

By solving the problems resulting from our own national divisions, we Canadians can earn the right to respect in international affairs. The difficulties of building an independent national spirit should caution us against impatience with those with even greater difficulties than ours. We must exhibit that patience which, as our Governor-General recently told a joint session of the American Congress, may alone save this world from catastrophe.

In all this, we teachers must not be too humble about our rôle. We cannot escape it. Within our profession we may resort to civil strife—we can advertise a grievous disunity, an impatient spirit, an intolerance of differences. What an admission of defeat! The advertisement may be a small one, but it will be noticed.

On the other hand, what an opportunity we have to demonstrate that unity of purpose which, while welcoming frank difference of opinion, is acknowledged as the mark of the professional!

I remember vividly the words of a theological teacher speaking on the subject of brotherhood—"The test of brotherhood," he said, "is not your ability to get along well with those most like yourself. The test in every true sense, is getting along well with those most unlike yourself."

Dare we, then as teachers, strike a light on the darkling plain? Here, writ large, is the test of our claim to professional status. Here, writ small, is the awesome choice faced by all mankind.

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Alberta Advisory Committee of the CEA Kellogg Project

This committee met on November 12 under the chairmanship of T. C. Byrne. Our representatives on this committee are Ivan Mallett, Stettler, F. Tarlton, Stony Plain, and myself.

The Alberta superintendents who attended the Pilot Short Course in 1954 reported that the discussions about how to improve relationships among trustees, superintendents, principals and teachers are proving valuable in the field.

The Canadian Teachers' Federation had four representatives attending the Short Course. The report of the 1954 Short Course is available to teachers on request.

Resolutions Committee

The Resolutions Committee of the Executive Council met on November 13 under the chairmanship of G. S. Lakie, vice-president, to consider the disposition of resolutions passed by the 1954 Annual General Meeting and to draft proposed resolutions for submission to the Executive Council at its December meeting.

Placement Bureau for teachers

Representatives of the National Employment Service, the Department of Education, the Faculty of Education, the Alberta School Trustees' Association, and the Alberta Teachers' Association met on November 18, to discuss the advisability and practicability of establishing a placement bureau for teachers under the direction of the National Employment Service. It was agreed to have another meeting of this committee after the executives of the trustees and the teachers have had an opportunity to consider the proposal.

Trades and Labour Seminar

The first Trades and Labour Seminar was held at Banff School of Fine Arts, November 14 to 28. Mr. H. J. M. Ross, Edmonton representative on the provincial executive, attended for three days.

School Openings

Formal opening of Eastglen High School was held November 19. Mr. Edwards, president of the Association, and I were guests. The principal speaker was Premier E. C. Manning. On December 3 I was a guest of the Red Deer School Division, at the opening of the Lindsay Thurber Composite High School. Hon. A. O. Aalborg was the guest speaker and officially opened the school. I was also invited to the opening of three new schools in the West Jasper Place Separate School

District which, unfortunately, I was unable to attend because of a previous commitment.

The three school boards, and the parents in the districts, should be pleased with the improved educational facilities the new schools offer. The teachers in the new schools should find their work more pleasant, more interesting and more effective.

Consultations

During the last month I have had consultations with the following: Hon. A. O. Aalborg, Doctors W. H. Swift, H. E. Smith, G. M. Dunlop, H. S. Baker, and H. T. Coutts, and Messrs. W. E. Frame, H. C. Melsness, L. D. Hyndman and P. Owen, about by-laws, dismissals, allowances for qualifications and interpretation of certain sections of *The School Act*.

I regret to report that this fall there has been an unusually large number of disputes between teachers and school boards, and between teachers and principals, reported to the office.

Board of Teacher Education and Certification

The Board of Teacher Education and Certification held its fall meeting on November 22. Our representatives on this board are Frank J. Edwards, J. L. Picard, and myself.

The main items of business were the Minister's memorandum with respect to the meeting of July 21, resolutions submitted by the trustees and teachers, and the election of the standing committees of the board for next year.

Western Conference of Teachers' Associations

The annual meeting of the presidents and secretaries of the four western teachers' organizations was held in Winnipeg, November 24, 25, and 26, to exchange ideas and information about recent developments of interest to teachers' associations. George G. Croskery, secretary-treasurer, and Dr. L. P. Patterson, president, of the CTF, attended as councillors.

Salaries in British Columbia are still higher than they are in the other three provinces. Discipline of members is becoming more of a problem. It was agreed that Saskatchewan has the best system of teacher training, with permanent certification being granted after two years, and with all teacher training under the Faculty of Education of the University. It was also reported that, in Saskatchewan, inspectors' reports are now made only upon request.

Another matter that received attention was how to help teachers who are having disputes with their school boards, in cases where the trouble seems to be chronic.

Grey Cup Game, November 27

This year the Edmonton Eskimos won the Grey Cup by a score of 26-25, the first time the West has won the Cup since the Calgary Stampeders defeated the Ottawa Roughriders in 1948.

The Eskimos went east a very much underrated team, and staged one of the biggest upsets in rugby in many years by defeating the

Montreal Alouettes, the team the eastern sports writers called the most powerful in twenty years, and which must have been somewhat over-rated! The Edmonton victory was a victory for all of Alberta and for Western Canada.

It is of particular interest to teachers that Steve Mendryk, on the staff of the Westglen High School, has played with the Eskimos since the team was organized six years ago and was one of the stars of the game. Congratulations to Steve Mendryk and to the Eskimo team.

Discipline Committee

On December 4 the Discipline Committee of the Association met to hold inquiries about complaints that two teachers had been guilty of professional misconduct.

Other Meetings

The General Curriculum Committee met on November 26.

On December 1 Miss Berry and Mr. Eyres attended a meeting of the Westlock Local to discuss pensions and other ATA matters.

Mr. Seymour gave an address on "Citizens' Advisory Committees in Education" to a joint meeting of trustees and teachers of the Crow's Nest Pass in Frank on November 25.

From "Better Mottoes Association" by Commercial Printers

'Pay no attention to what I say tonight unless I repeat it in the morning.'

A Merry Christmas and a Happy New Year to all teachers from the staffs of the TRF Board and ATA.

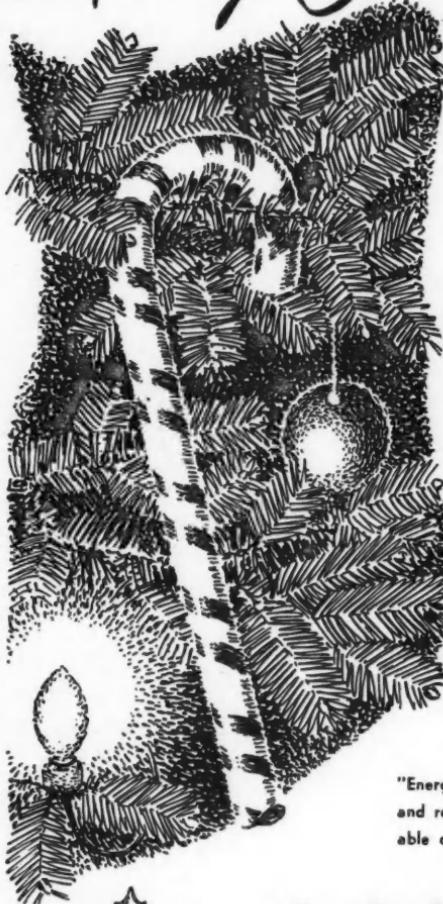
Erele Ansley

VOTERS' LIST
for
ELECTION
EXECUTIVE COUNCIL
ALBERTA TEACHERS' ASSOCIATION.

An alphabetical list of the members of the Alberta Teachers' Association, as registered on January 31, 1955, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see that their names are included, and, if they are not, to notify Head Office immediately.

The voters' list is published annually so that each teacher may check to make certain that his name is included. Be sure to check the voters' list when published for your name.

"Merry Christmas!"



CANDY, sweets, confections or "sweetmeats" have always been a part of holiday feasting. Until man invented means of refining natural sugars, honey was the main ingredient of such delicacies. Today, Pure Alberta Sugar ("look for the Maple Leaf on the bag") is used in tremendous quantities by the candy and confectionery industry.

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